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AMERICAN ASSOCIATION OF JUNIOR COLLEGES

# JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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VOLUME XXV

SEPTEMBER, 1954

NUMBER I

|                                                                                       |                                                      |    |
|---------------------------------------------------------------------------------------|------------------------------------------------------|----|
| TWENTY-FIVE YEARS OLD . . . . .                                                       | <i>James W. Reynolds</i>                             | 1  |
| RECENT DEVELOPMENTS IN STATE LEGISLATION FOR<br>JUNIOR COLLEGES . . . . .             | <i>M. F. Griffith</i>                                | 3  |
| REPORT OF THE LEGISLATIVE COMMITTEE . . . . .                                         | <i>James L. Conrad</i>                               | 10 |
| STUDENT PERSONNEL WORK IN TRANSITION . . . . .                                        | <i>A. J. Brumbaugh</i>                               | 11 |
| BUILDING CURRICULA FOR TECHNICAL EDUCATION . . . . .                                  | <i>Harold P. Rodes</i>                               | 19 |
| AMERICAN ASSOCIATION OF JUNIOR COLLEGES—MINUTES<br>OF THE ANNUAL CONVENTION . . . . . |                                                      | 23 |
| STRUCTURE AND WORK OF THE ADMINISTRATION<br>COMMITTEE . . . . .                       | <i>Edmund J. Gleazer, Jr.</i>                        | 26 |
| SERVICE STATION PROJECT OF THE STUDENT<br>PERSONNEL COMMITTEE . . . . .               | <i>F. Grant Marsh</i>                                | 29 |
| REPORT OF THE RESEARCH OFFICE . . . . .                                               | <i>C. C. Colvert</i>                                 | 34 |
| REPORT ON JUNIOR COLLEGE JOURNAL . . . . .                                            | <i>James W. Reynolds</i>                             | 36 |
| STUDENT PERSONNEL PRACTICES IN JUNIOR COLLEGES<br>FOR WOMEN . . . . .                 | <i>Edward J. Durnall, Jr. and Robert R. Reichart</i> | 41 |
| SOME ASPECTS OF THE STATUS OF JUNIOR COLLEGES<br>IN THE UNITED STATES . . . . .       |                                                      | 46 |
| FROM THE EXECUTIVE SECRETARY'S DESK . . . . .                                         | <i>Jesse P. Bogue</i>                                | 49 |
| THE JUNIOR COLLEGE WORLD . . . . .                                                    | <i>Jesse P. Bogue</i>                                | 54 |
| RECENT WRITINGS<br>JUDGING THE NEW BOOKS . . . . .                                    | <i>Marvin L. Baker</i>                               | 59 |

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# JUNIOR COLLEGE JOURNAL

VOLUME XXV

SEPTEMBER, 1954

NUMBER I

## Twenty-Five Years Old

JAMES W. REYNOLDS

THE CURRENT issue of *Junior College Journal* marks the initial effort of Volume XXV. In the 24-year span that has elapsed, 209 issues of the *Journal* have appeared. For 17 of the years there were nine issues every year. There were only eight issues per year in the remaining seven years.

The 209 issues that have appeared have contained a total of 12,688 pages. On these pages there were approximately 5,000,000 words. Volume III (1932-1933) had the fewest number of pages, 396, while Volume X (1939-1940) included 678 pages as the record high. Beginning with Volume XVIII (1947-1948), the number of pages has ceased to fluctuate to wide extremes. In this period the number of pages for each volume will be found within a range of 530 to 588.

The organization for publishing the *Journal* has changed also in this 24-year period. Originally the periodical was published by Leland Stanford University. Subsequently, the publication was shifted to Washington, D.C., with the creation of a full-time office of Executive Secretary for the American Association of Junior Colleges. In

1946 as a part of the reorganization of the A.A.J.C., the publication was moved to the University of Chicago.

Since 1949, the *Journal* has been published at The University of Texas.



During this 24-year period many significant occurrences have transpired. The first issue of Volume I was published at the outset of the greatest depression the country has ever known. Volumes XII, XIII, XIV, and XV

were published during the period of the greatest war in the history of the nation. Volumes XVII, XVIII, and XIX were published during the period of swollen enrollments due to the large number of veterans who attend college.

Volume I was published at a time when the A.A.J.C. had a very simple organization. Volume XXV is about to be published at a time when this same organization has grown through the demand for expanded services to be much more complex.

The Eleventh Annual Convention of the A.A.J.C. was conducted during the publication of Volume I. The meeting, held in the Claremont Hotel in Berkeley, California on November

18, 19, and 20 (1930), advertised the following hotel rates:

|                     |              |
|---------------------|--------------|
| Rooms without bath  |              |
| Single              | 2.00         |
| Double (per person) | 1.25         |
| Rooms with bath     |              |
| Single              | 3.00         |
| Double (per person) | 1.75         |
| Meals               |              |
| Club breakfasts     | .35 to .70   |
| Luncheon            | .50 to .75   |
| Dinner              | 1.00 to 1.25 |

It is extremely unlikely that those who attend the 1955 Annual Meeting will find any similar rates.

It was pointed out in the first issue of *Junior College Journal* that a total of 70,000 students was enrolled. While all the figures are not in, it is likely that the enrollment for the school year 1953-1954 will approximate 600,000.

On the 25th birthday of *Junior College Journal* it is a masterpiece of understatement to say that times have changed.

Editorial comment in Volume I, No. 1 of the Journal pointed out, "The *Junior College Journal* will not be the organ of any special group, public or private, denominational or state . . . it will not represent the colleges in any one section of the country." "The *Junior College Journal* will be a success if it can help to direct, to unify, to coordinate this movement destined to play such a vital part in American higher education in the next quarter of a century."

The question of whether this aspiration announced in the first issue of the *Journal* has been reached is one which the reader alone can answer.

# Recent Developments in State Legislation for Junior Colleges

M. F. GRIFFITH

WE HEAR the expression "Junior is growing up" applied to the growth and improved status of junior colleges in the United States. This statement is corroborated, to some extent, in any study of legislation affecting American public junior colleges.

Several state legislatures recently have passed bills which give the junior college increased stature in our plan of public education. It must also be stated that at least one state has gone in the opposite direction.

If the stated plans and desires of junior college administrators in other states reach the point of legislative consideration, we can expect more junior college legislation within the next few years.

Twenty-seven now have general legislation affecting junior colleges. General legislation is that which provides for the establishment and operation of junior colleges by school districts or other local units. Seventeen of these states provide some form of state support to their colleges.

Special legislation which authorizes the organization and operation of specific colleges is now found in 10 states. Thus there are nine states which have

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Dean of Casper Junior College, M. F. GRIFFITH also serves as Chairman of the Legislation Committee of the American Association of Junior Colleges and the Wyoming Community College Commission. He discussed trends in state legislation at the American Association of Junior Colleges Convention in March.

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no junior college legislation. Several of these are making efforts to obtain enabling legislation.

Information for this paper was obtained from six sources. The third chapter of *American Junior Colleges* by S. V. Martorana gives a summary of legislation through 1951. He has also prepared a summary of legislation enacted and proposed in 1953. A tool paper in law by Allan Orlor of the University of Wyoming describes general and special legislation for all states through 1953. A fourth source published in 1950 would serve as an excellent guide to any group planning new legislation. This source is a doctoral thesis written at the University of Colorado by Raymond Young. The fifth source is particularly interesting because it gives the plans and desires of junior college administrators for future legislation as well as summary of recent enactments. Letters were received

from administrators in all but one state having public junior colleges.

The sixth source is a series of articles which have been published in the *Junior College Journal* beginning in October 1951.

Other sources give information concerning earlier legislation to anyone interested in a complete study of the subject. Since this paper is only concerned with enactments of the past two or three years, the sources used are considered adequate.

A state-by-state analysis of recent laws will be presented; if your state is not included, it indicates that you have had no recent legislation or that the sources of information did not include it.

*Arizona* has recently approved an increased appropriation for junior colleges with more than 100 students in average daily attendance. The amount was increased from \$30,000 to \$100,000 per year. An increase in state aid of 333 per cent could justify Arizona's first place position in this presentation even though it is so placed alphabetically.

Dean Hannelly of Phoenix College stated that there has also been approval granted for colleges to enter into agreements to build self-liquidating dormitories.

*California* with its highly-developed legislation and great interest in all things affecting junior colleges could be expected to have changes in its laws. Increased appropriations amounting

to \$180 for each unit of A.D.A. are now provided. Basic aid, the foundation program, and county services must be paid from this appropriation. The basic aid for each unit of A.D.A. was increased from \$90 to \$120. The new foundation program for junior colleges in districts necessitating equalization aid now calls for a minimum of \$380 per unit with a necessary tax rate of 30 cents.

If this sounds complex to those of us who are still looking for our first dollar from the state, the statement can be interpreted by Director Leland Medsker of East Contra Costa Junior College.

Certain changes in adult education activities in California junior colleges were brought about by the 1953 legislature. Restrictions in the apportionment bill curtailed the offering of hobby and recreational classes. At least one Wyoming rancher would approve of this action. He considers the offering of bridge and square dancing in adult evening classes the extreme in the waste of tax money.

Bonding capacities of high school districts maintaining junior college classes were doubled, going from five per cent to ten per cent.

*Colorado* junior colleges also received assistance from the 1953 legislature. The state appropriation was increased \$33 per student to \$129 per year. An additional advantage was given the junior colleges by providing that payment of the junior college

portion of the general school fund should be made before payments are made to other school units.

*Florida* junior colleges are among those which have received substantial increase in state aid. The 1951 legislature passed a bill granting permission to the colleges to compute the number of classroom units on the basis of 12 students instead of the original 25 to 27 students. This effectively increases their income from the state 225 per cent per student.

Other school units must have been using junior college funds in Florida. The 1951 legislature also made it mandatory for all funds coming into a county district because of a junior college to be used exclusively for that junior college.

President Bennett of St. Petersburg stated that these two bills were the answer to their financial problems. It is indeed pleasant to hear such satisfaction expressed.

*Idaho* is another state where important improvements were made in junior college legislation by the last legislature. Three significant bills were passed.

One provides that the two junior colleges (Boise and North Idaho) may levy one more mil on the assessed valuation of the junior college district without having it voted on by the people. This yields about \$16,000 per year extra income for North Idaho and \$47,000 for Boise.

The second act permits the State Board for Vocational Education to reimburse junior colleges for 100 per cent of the salaries of all trade school instructors. This supplies an extra \$8,000 for North Idaho and approximately \$24,000 for Boise. In addition, the junior colleges are each allocated 50 per cent of all monies apportioned to any county embracing all or any part of the junior college out of the state liquor tax fund.

The third law gives the junior colleges the same status that all other colleges in the state have where the training of teachers is concerned.

President Kildow of North Idaho included a significant paragraph in his letter which is quoted. "At the present time the junior colleges do not have any legislation pending or to propose to the next legislature. We are so well pleased with the way we have been treated that we are going to leave well enough alone." Congratulations to Idaho.

The Iowa Legislature granted the first state aid to junior colleges four years ago. This law was re-enacted two years ago and provides approximately \$40 per student per year.

Dean Beem of Mason City reports that they are very much interested in obtaining legislation which will permit two or more independent school districts to combine as one junior college district.

*Kansas* has new public school legislation which affects the junior colleges

indirectly. Five of the colleges were allowed to increase their local levies for operating expenses. The legislature also approved an act to increase the benefits under the state teacher retirement program.

Dean Bickford of El Dorado is convinced that the legislative committee of the Kansas Public Junior College Association will bring forth plans for improved legislation for the next session of the legislature.

An interesting feature of the 1951 *Michigan* bill affecting junior colleges requires all colleges established after that date to be known as community colleges. "Junior" may eventually disappear in Michigan. An excellent report, "The Role of the Community College in Our State," was recently completed, and it should assist in explaining the place of the junior college to Michigan legislators. This and other information was provided by F. N. Crawford of the Michigan Department of Public Instruction.

Dean Meland of Austin Junior College in *Minnesota* reports that several organizations are now supporting their efforts to obtain state aid. Their most recent bill for state aid was defeated in the 1953 legislature. They hope to obtain legislation which will provide the junior colleges with at least as much state aid as is given the high schools.

*Mississippi* should receive attention in any study of junior college legislation. The 1950 legislature approved

a bill which completely revised all statutes affecting junior colleges. Many people consider this to be the finest and most comprehensive junior college legislation ever passed in the United States.

The 1952 legislature approved \$100,000 for each Mississippi junior college for capital outlay. The support fund from the state is more than \$200 per student in average daily attendance, according to Superintendent Todd of Meridian. There is also an appropriation for vocational-technical education. The junior college people of many states would consider themselves fortunate if they had legislation and state support comparable to that in Mississippi.

*Nebraska* has a unique position in the roster of states because of the brevity of its only recent legislation. The law can easily be quoted in full: "Junior colleges are authorized to receive from the government of the United States such grants of funds or equipment as may be made available."

An economy-minded government in Washington makes the need for this particular law seem small indeed.

The Nebraska Association is preparing a bill for introduction in the next legislature which will enable junior colleges to be organized on a county-wide basis.

*New Mexico* lost by the governor's veto a bill which would have given the state its first general junior college legislation. The bill provided for, col-

lege organization on a county-wide basis.

*New York* has had recent legislation affecting the two-year institutes of applied arts and sciences, which were established on a temporary basis immediately after World War II. Five of these institutes were converted in 1953 to community colleges under local sponsorship with the assistance of the new law.

President Miner of Orange County believes that some items in the new law may be indicative of the trend of legislative thought as to community colleges in general. For example (to quote him): "This temporary legislation provides the means whereby the counties in which these converted community colleges exist may charge other counties one-third of the total cost for each student who is a bona fide resident of that county. By such an arrangement, no tuition differential exists between students within the several parts of the state. This is in contrast to the regular pattern of community colleges which provides that a local sponsor may charge out-of-county students an extra fee."

*North Dakota* is similar to several other states in its continuing efforts to obtain legislation which will enable the junior colleges to be treated other than as "poor relations."

Dean Lee Bismarck reports that his junior college will soon be able to leave the third floor of the high school building for a building on its own

campus. He also believes that the political alignment in the state will soon be such as to permit the junior colleges to receive as much state support as the high schools receive.

President Knowles of the University of Toledo, *Ohio*, reports a recent law similar to that in New York which permits non-residents of the city to pay a special levy in exchange for the privilege of paying resident tuition.

*Oklahoma* has a new law which requires the Education Committee of the State Legislative Council to make a study of the junior college situation. This is being done, and new legislation may be forthcoming as a result of the study.

*Oregon's* 1951 general legislation has not provided any new junior colleges for the state. The financial limitations in the act make only a few districts eligible to organize new colleges. Three of the four of these are served by colleges.

President Epler of the Northwest Association of Junior Colleges reports that the Portland State Extension Center is now part junior college and part senior college. The last legislature passed a bill which gave the Extension Center four-year programs in secondary education, elementary education, and liberal arts.

The request for information on legislation which was sent to President Murry Fly of Odessa, *Texas*, brought approximately 60 pages of material.



Texas certainly leads the nation in number of bills introduced and approved by their 1953 legislature. Seven bills and the appropriation act affecting junior colleges were passed. Among other bills were those requiring that the faculty take a loyalty oath and that all bus drivers be at least 18 years of age. Perhaps there is the fear that anyone younger would get lost in Texas.

The most important act was the appropriation measure which provides \$5,220,000 for the 1953-54 biennium. This is to be distributed among 31 eligible junior colleges. They will receive \$230 for each full-time student up to a total of 250 students and \$189 for each student over 250. Because of larger enrollments, this will cover approximately 85 per cent of the students this year. This is an increase of \$41 per student over the preceding biennium. A special session of the Texas Legislature has been called to consider increased appropriations to schools including junior colleges.

It is interesting to note that Texas legislation considers the financial support of the terminal program a local obligation. This tends to limit the organization of such curriculums in the poorer districts. The state does provide support for any terminal program given in a junior college that is also given in the lower division of a senior college.

*Utah* is the one state where apparently more has been lost than gained in recent legislation.

President Miller of Weber reported that three of the Utah institutions were given to the state in 1933 by the Church of Jesus Christ of Latter-Day Saints. Since that time, Dixie, Snow, and Weber have been operated as state junior colleges. In 1937 the Utah Legislature created Carbon College at Price.

During the past two or three sessions of the Utah Legislature, Governor Lee has recommended that Dixie, Snow, and Carbon be closed for economy reasons. The 1954 Directory shows 1,762 students in the three schools. It was not reported what he would do with the students.

The legislature did not follow Governor Lee's recommendation until recently, when it passed an act to discontinue all four colleges as state institutions on June 30, 1954. It is assumed that the Weber, Dixie, and Snow will be taken over by the Church. No provision for the continuation of Carbon has been made.

The people in the areas served by Carbon and Weber have succeeded in obtaining enough signatures on petitions to require a referendum on the legislative action. The question will be placed on the ballot next November 2. In the meantime these four schools will continue to operate as state institutions.

Our Secretary, Jesse Bogue, made a significant statement in the *Newsletter* regarding this situation. He stated, and I quote, "Our cue is the

junior colleges should be organized on a district basis for local control with state aid. This is the basis on which junior colleges have prospered in California, Texas, Mississippi and other states."

In *Washington* Dean Elias has reported that the junior colleges made no gains in the last legislature but more significantly lost nothing. Economy forces are busy in that state attempting to eliminate certain educational units. They have caused the withdrawal of state support from kindergartens and are aiming next at the junior colleges.

Elias believes that the colleges may have gained strength in the last session as a result of the legislative analysis of the services performed by them. Careful "fence mending" by the colleges should save their gains for them according to Elias.

There were a few minor changes in the 1951 *Wyoming* Community College Law in the 1953 legislative session. A few points in the original bill were found to be unworkable by the one college which changed its organizational form to that of an independent college.

The legislature also approved \$30,000 for the Division of Nursing at Casper Junior College.

It is the opinion of the members of the Wyoming Community College Commission that the legislature will be more willing to support special education programs than to give an institutional grant or per student aid. Thus

there will be an effort in the next legislature to obtain special assistance for teacher training in the junior colleges. This type of assistance may eventually lead to one of the usual forms of state aid.

My gratitude should be expressed to all of you who so willingly provided material for this report. It is indeed heartening to read of the plans some of you have for presenting your cases to your legislative bodies.

Other institutions could well afford to study the public relations and promotional policies carried out by the more successful states. It should be possible for state junior college associations to foresee difficulties such as those in Utah and to improve their programs of interpretation so that legislators and citizens will know of the real worth of the colleges.

Your Legislative Committee is in complete agreement with the plan discussed by the Administration Committee for placing greater emphasis by our national association on a better program of public relations. At both the national and state levels, if more money is needed for this work, it could well come from increased institutional membership dues.

With such a program, it may become possible to obtain good state and national legislation with less effort. It may also become possible for the citizen to understand the difference between the junior college, the junior high school, and the Junior Chamber of Commerce.

## Report of the Legislative Committee

Members of the Legislative Committee are as follows:

William S. Smith, Pres., South Georgia College, Douglas, Georgia.

Leland D. Medsker, Past President of this Association, Director East Contra Costa Junior College, Concord, California.

Kenneth C. MacKay, President, Union Junior College, Crawford, New Jersey.

M. F. Griffith, President, Casper Junior College, Casper, Wyoming.

Dallas Buck, Dean, Wentworth Junior College, Lexington, Missouri.

Louis La Motte, Pres., Presbyterian Junior College, Maxton, North Carolina.

W. A. Hunt, Pres., Howard County Junior College, Big Springs, Texas.

Earl M. Bigsbee, Dean, Junior College of Connecticut, Bridgeport, Conn.

William P. Miller, Pres., Weber College, Ogden, Utah.

It is evident that the Legislative Committee is a service committee which has not been concerned with the formulation or creation of legislative acts or bills. The chief function has been to scrutinize and analyze legislation as it may affect the interest of junior colleges as a whole.

The committee functions directly under the Board of Directors and in

close association with the National Secretary. Membership of the Committee includes members from each of the regional associations.

The Committee as a whole or individual members may be called upon at any time to take action in any exigency of a legislative nature. Members of the present Committee have appeared before both Senate and House of Representative Committees in regard to legislation that affected junior colleges.

Any success that may be attributed to this Committee in regard to national legislation is due to the executive secretary, Jesse Bogue, in Washington. He is the only individual who is in a position to be in constant touch with matters of this sort, and with established contacts to enable the Association to be alerted.

The detailed work of the Committee is extremely interesting. Some legislation may be soundly constructive, some is definitely political, and some is motivated by special groups with selfish or personal issues predominant. All of these require special handling and treatment.

The constant alertness, vigilance, and judgment of the Washington office is the keystone of the Legislative Committee structure.

Respectfully submitted,  
JAMES L. CONRAD, *Chairman*

# Student Personnel Work in Transition

A. J. BRUMBAUGH

ON WHAT grounds do we justify the expenditure of money, time, and energy for the varied activities included under the umbrella of student personnel work? What is the relationship between student personnel work and the objectives of education as understood by both students and faculty? Even to ask these questions may be regarded as presumptuous by those who believe thoroughly in student personnel work because there is a possible implication that student personnel services cannot be justified. But one encounters the same reaction on the part of some faculty members if he asks for a justification of teaching mathematics, foreign language, or any of the disciplines of the liberal arts curriculum. In both instances the reactions seem to imply that the existence of the activity is its own justification.

The "In Transition" portion of the title of my talk implies change; moving from one position or point of view to another. The change appears to be one of greater understanding of the role of personnel services, yet this role is not so completely accepted that we must examine repeatedly the premises underlying it. We are coming to

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A contributor to a dozen professional magazines and books, A. J. BRUMBAUGH, President of Shimer College in Mount Carroll, Illinois, spoke on "Student Personnel Work in Transition" at the American Association of Junior Colleges Convention in St. Louis.

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think not less about what we teach but more about whom we teach.

In examining student personnel work in transition I shall state three premises which provide a justification for student personnel work, and then I shall consider some of the implications of these premises for the organization and operation of a student personnel program.

First, it is necessary for all those concerned with the education of youth to understand the youth whom they undertake to educate. In the process of education we deal with individual personalities who cannot be understood en masse any more than they can be educated en masse. It is axiomatic that the rates at which youths mature physically and emotionally vary enormously. It is established that youths are not equally ready for the same learning experiences when they have reached the same chronological age; and of course it has been long

recognized that in mental abilities, just as in physical strength and stature, there is a wide spread ranging from the dullard at one end of the scale to the genius at the other. Some youths are fired with a passion to learn. Their minds leap out for new ideas; new intellectual experiences give them a constant thrill. There are others, equally mature, equally good looking, equally promising as citizens, to whom the world of ideas is not especially alluring. Their greatest satisfactions are derived from work requiring manual dexterity, from creative arts, from going places and doing things. The former derives his greatest satisfaction from reading good books; the latter from making good book shelves.

These are only partial characterizations of the differences in maturity, aptitude, and motivation which we must understand if we are to aid the learner to achieve physical, social, intellectual and moral maturity. We are just beginning to recognize the importance of these human variables. Noteworthy is the fact that one of our large foundations quite recently announced a project in the behavioral sciences. Also, at a number of institutions extensive research is under way in the areas of human growth and development, human behavior, and social dynamics.

#### JUSTIFIABLE ENDS

Second, the ends of education must be clear and justifiable. It isn't to the

credit of higher education that we think of our ultimate goals in terms of grade points and semester hours of credit. It is surprising indeed that many faculty members can give no clear statement of the relationship of the courses they teach to the educational objectives of the institution in which they are teaching. Frequently they are even more put to it to interpret the significance of day by day class exercises in terms of their contribution to the educational objectives. If teachers and administrators lack clear ideas about the ends toward which education is directed, need we wonder that students fail to see the importance or pertinence of their courses and assignments?

The objectives of education fall into two broad categories, those that are common to all individuals and those that are particular and specialized. There are common responsibilities which citizens must assume whether they live in New York or New Mexico. For example, both men and women share the responsibilities involved in establishing and maintaining a home, and rearing a family. Of both are required the same kinds of understanding, the same kinds of adjustments, and the same kind of dedication to the home as a social institution. Again, a democratic society rests on basic moral values for the preservation and strengthening of which all men and women have a common responsibility whether they live in the

east, west, north, or south. These facts point to common comprehensive and inclusive educational goals.

But education must also have differentiated goals for those of differentiated abilities and interests. One person may strive to be an artist, another a musician, another a salesman, another a physician. Whether it be the creative arts, the arts of persuasion, the arts of healing, or the arts of social service, each individual must find for himself the direction which his life shall take and the special goals which he shall attempt to realize.

Because our concept of success has been cast so largely in terms of prestige, positions, and salaries, many students are inclined to seek shortcuts to high-salaried jobs, and to sacrifice basic education for the sake of early vocational specialization. Or, attracted by positions of great prestige, students may set for themselves goals wholly incompatible with their abilities. Is it surprising that many young people find themselves in a state of confusion and delusion when they realize the opportunities that are open to them—immediate jobs, paying good wages; technical and trade schools that develop skills and improve earning power; junior colleges offering general and terminal courses; liberal arts colleges combining broad cultural education with specialization?

In defining its goals the education must take into account both the needs of the individual and the needs of so-

ciety. The individual must be prepared for the responsibilities of citizenship and must develop to the fullest all of his potentialities. Society requires competent leaders, intelligent followers, and highly qualified specialists upon whom the health, sanity, safety, and comfort of all people depend.

Third, in organizing a college program appropriate to the needs of the learner and of society, it is necessary to take into account all the factors and conditions that facilitate or impede the student's educational progress. Some of these factors are personal in nature, such as health and energy, emotional adjustment, financial resources, habits of work and recreation. Other factors are primarily inherent in the student's environment; for example, study conditions, the *esprit de corps* of the faculty and student body, living conditions, opportunities for social and recreational life, and rapport with members of his own family.

Historically, many universities, particularly those of continental Europe, took the position that the students themselves should be responsible for the conditions under which they lived and worked, for the social life and activities in which they engaged, for their health—in fact, for all factors outside the classroom affecting their status and achievement. In American colleges and universities, in contrast to the European point of view, we

have developed a paternalistic attitude which has tended to express itself in many rules and regulations governing the lives of our students. Neither of these positions is tenable. We cannot ignore the effect of environmental factors, nor of the individual's personal health and emotional state on his academic achievement. On the other hand, to control these factors by strict regimentation contributes little to the student's growth in personal responsibility or in social competence. An institution must therefore take into account all the factors and conditions that contribute to or impede the student's progress and must strike a balance between regimentation and *laissez faire*. The campus community provides a marvelous laboratory for experimentation in democratic living if we are wise enough to recognize its possibilities.

#### SOME IMPLICATIONS

If we accept the three premises which I have just stated; namely, (1) that the student must be the focus of our concern, (2) that education must have clear and justifiable objectives expressed in terms of what we expect the learner to achieve, and (3) that we must take into account all the factors that facilitate or impede the learner's progress, certain implications relating to student personnel work quite logically follow.

First, to understand the learner we must have much more accurate and

complete data than we ordinarily have. Applications for admission to college, even though more complete than they were a decade ago, still tell us very little about the student's family background and relationships, his interests and his goals, his social attitudes, his study habits, or reading skills, his deficiencies in essential subject matter, his financial resources, his life goals, his temperament, or other personal traits that have an important bearing on his adjustment to college life and to college work. One does not gather information of this kind through casual interviews or observations. Use must be made of all the valid instruments that are available for measuring aptitudes and achievements, and for exploring interests and personal adjustment. A week or ten days spent in careful analytical and diagnostic testing and orientation when a student enters college will be much more profitable than spending only an hour or two in a hasty registration and then plunging the student into lectures, discussions, and quizzes. On the basis of the knowledge we thus gain, we must make appropriate adjustments in the student's program. We should excuse him from courses in which he demonstrates acceptable achievement, and we should require special remedial work in reading, study skills, or in basic subjects where needed. To require students to take courses for which they do not have the basic background or skills results



in a sense of utter futility and discouragement. It is possible to individualize the educational programs taken by students even though the curriculum itself, designed for purposes of general education, may be largely prescribed.

It follows that all the information about the student must be collated so that it is readily available to everyone who has a legitimate reason for using it. The distribution of knowledge about the student throughout various offices on the campus is wholly inconsistent with the concept that is here presented. Moreover, as the student progresses, new information provided by his instructors, or derived from supplementary testing programs, or gained by the medical officer, or secured from interviews with the counselor must be added to the student's file. A centralized and cumulative folder of what we know about the student is indispensable to our understanding the learner.

One of the major problems in the field of counseling students effectively is establishing satisfactory channels and means of communication among those who are concerned with students. Medical officers frequently take the position that the information which they have is professional and confidential and therefore cannot be made part of a general file. Faculty members are prone to ignore requests for their observations about the difficulties or the outstanding achieve-

ments of students and frequently withhold a body of information that would be invaluable in counseling students. The same is too often true of deans of men and deans of women who maintain separate offices and operate on a semi-autonomous basis. Conversely, student personnel officers frequently fail to share with faculty members information that would be exceedingly helpful in understanding the students in their courses.

Another handicap in communication arises from the fact that personnel officers have developed a technical vocabulary, a professional jargon, that requires interpretation. Both by their vocabulary and by their tendency to assume an attitude of professional superiority, personnel officers are in danger of being regarded as a special cult who are separated by a wide gap from the regular faculty. This is both unnecessary and unfortunate.

Second, the implications of the assumption that the educational objectives of the college must be clearly stated and must be justifiable in terms of what happens to the student are fairly obvious. These objectives must be understood by every faculty member and must control what transpires in each course. When students see clearly the relationship between what they are working on day by day and the ultimate purposes which are to be achieved, their work takes on a new meaning. Some years ago a study

was made by the North Central Association of the objectives of the liberal arts colleges, how such objectives were arrived at, how they were stated, to what extent they were reflected in the educational program and activities of the institution, and how well they were understood by the faculty and the students. One of the rather startling conclusions derived from this study was that on most campuses students were able to state more fully the general objectives of their respective institutions than were faculty members. The obvious explanation was that students had read the catalog more recently than had the faculty. But statement on paper of the objectives to which an institution is committed is utterly useless, unless it is formulated cooperatively and is understood and accepted by all who are engaged in the enterprise of college teaching and learning.

Not only do clearly defined objectives have a bearing on classroom teaching and its effectiveness, but they are also important to the counselor who is responsible for aiding students in planning their programs and in defining their goals. The student of scientific aptitude and interest is likely to resist courses in the humanities and the social sciences and must therefore be led to understand why such courses are important to him. Conversely, the student interested in the humanities or the social sciences is likely to want to bypass courses in

the field of the natural sciences. Simply to say, "You must take these courses because they are required," is not enough. Underlying the requirement there must be a rationale which is clear to the counselor and which can be made clear to a student.

Third, the implications of the assumption that we must take into account all the factors that facilitate or inhibit the student's educational progress certainly need no great amplification. We all recognize how important are living conditions, regular hours of rest and work, balanced diet, recreation—all the conditions that are conducive to physical energy and vigor. Likewise, we are aware of the impact of unhappy family relationships, of lack of satisfying social life, and of the demands for participation in a multitude of extracurricular activities.

#### PERSONNEL SERVICE

I have not undertaken in this brief statement an exhaustive resume of the scope of student personnel services, of techniques that may be employed in counseling students, or of the organization of student personnel activities. Rather, I have undertaken to find some rational ground for the justification of these services to those who still regard student personnel work as a "fifth wheel" or as "boy scout" activities. To those who are oriented to, or engaged in student personnel work, these statements will seem obvious.

However, as one views the present status of student personnel work on most campuses and encounters the attitudes toward it on the part of some faculty members and administrative officers, it seems clear that our practices are still in transition. This means, of course, that the administration, faculty, and students must jointly take an overview of all phases of campus life and must relate them to the purposes for which the institution exists and for which the students are in attendance. The maintenance of a good atmosphere on the campus, the identification and removal of barriers to academic progress, the focusing of all activities on common, identifiable goals; these are responsibilities that institutions cannot escape.

In all that I have said is the implication that the key to effective student personnel service is counseling. This is implied in the premise that we must understand the student as a total personality; in the premise that education must have clearly defined objectives which must be interpreted to the learner, and in the premise that we must take into account all the factors and influences on the campus which facilitate or inhibit the student's progress. A major issue on many campuses is who shall counsel students? One of the quick answers is, those who teach. In a very real sense this is true, for the good teacher identifies the nature of the difficulties a student is having in his courses and

undertakes to aid the student to overcome them. But not every teacher, however good, is equally competent to counsel the student on the wide range of matters involved in his personal adjustment, in planning his finances, in defining educational goals, and in balancing his curriculum and extracurriculum activities. Therefore, it becomes necessary to identify certain individuals who by aptitude, interest, and experience are especially competent to counsel students and to arrange for them to supplement the counseling done by the classroom teacher. It is not something to be done in addition to teaching a full-time program. If these services are performed by teachers, they must be taken into account in determining the faculty member's total load. It is clear, however, that the faculty member who serves as a special counselor is not always competent to deal with some of the highly complicated types of problems with which students may be confronted. He usually does not have at his command the knowledge and skills required by a physician, a psychiatrist or by a clinical psychologist. He may not be sufficiently well grounded in the field of theology and religion to deal adequately with some of the complicated problems that students have in this area. He may not have the ability or the time to administer special vocational interest and aptitude tests for the purpose of vocational counseling. It is necessary,

therefore, to have available highly specialized resource persons as counselors on health, psychiatric, emotional, religious, vocational and other deep-seated or complicated problems.

These brief comments leave many pertinent questions unanswered. The scope of the personnel services that shall be provided on a given campus must be determined in the light of such considerations as the educational philosophy that prevails; the needs of students; the resources in finance and personnel that are available and the size and complexity of the institution. The answers to important questions pertaining to the organization and co-ordination of counseling; the professional and in-service training of coun-

selors; diagnostic testing and remedial instruction; means of aiding students to acquire and to be guided by ethical and spiritual values; ways of bringing into harmony and balance classroom and extra classroom demands on the time and energy of students must be derived from a careful study of each institution.

In all of our thinking about student personnel work we must make the student, the whole student, the focus of our concern; we must have clearly defined goals to which all phases of campus life and activity are directed and to which the administration, faculty and students are committed; and we must judge our success by the extent to which we achieve these goals.

# Building Curricula for Technical Education

HAROLD P. RODES

THERE ARE at least two possible approaches to the subject of building curricula for technical education in the junior college. The first would be to discuss the principles of curriculum development at the risk of being so general you would neither learn anything new nor see specifically how all this would apply to your own institutions. The second approach would be to discuss a definite plan of technical curriculum development in actual operation at the risk of losing the attention of those who are more interested in non-technical fields. I have chosen to take the latter risk and will not be offended in the slightest if the law of diminishing attendance takes effect.

The Ohio Mechanics Institute is the only junior college offering technical training in metropolitan Cincinnati, comprising a highly industrialized population of close to one million people. It has been O.M.I.'s primary responsibility over the last 125 years to develop courses and curricula, both day and evening, to meet the appropriate technical training needs of local industries. The use of the word "appropriate" makes it immediately necessary for us to define our field of operations.

The typical industrial plant today requires a team of workers of many

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President of Bradley University in Peoria, Illinois, HAROLD P. RODES has published previously in the Junior College Journal. He was previously President of Ohio Mechanics Institute. The following talk was presented at the convention of the American Association of Junior Colleges in St. Louis.

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types and at many levels. Some of these workers require training of varying amounts in business administration, engineering, general education, or trade skills of many varieties. For our purpose here, we shall restrict the discussion to technical positions in industry and the training essential to these positions.

Every modern industry needs a small percentage of its technical employees to direct activities in the areas of research, design, and development of new products. The top positions in these categories normally require at least four years of technical college training and sometimes even additional study at the graduate level.

However, for every position of this type, there are several technical positions which do not require that amount of training. These include positions of major responsibility in such industrial departments as production, testing, drafting, inspection, supervision, installation, construction, maintenance,

illustrating, and technical sales. Needless to say, many of these positions are just as important as positions in the other categories and sometimes rate higher remuneration.

To be more specific, let me quote from a letter which we recently received from the Employment Manager of the General Electric jet engine plant located near Cincinnati:

"The development of jet propelled aircraft engines relies heavily upon specialized techniques and on technical knowledge of many kinds. Not all of the jobs involved in engine development require the breadth of technical ability of a professional engineer. Among the jobs calling for solid technical training are those of engine testers and engineering assistants. In the Aircraft Gas Turbine Division at Evendale, we have a particularly urgent need for engine testers, or laboratory technicians as they are called here, and engineering assistants of many kinds.

"The actual duties of a development tester vary depending upon the particular section to which he is assigned. In general they cover the running of performance, endurance, environmental, Air Force Qualification, and special tests on advanced engine types and on engine accessories—mechanical, hydraulic, and electronic.

"In order to perform his work successfully and to possess a potential for future growth within the organization, a prospective engine tester must have a good background in mathematics, physics, and especially in mechanics. A high mechanical aptitude for the rapid comprehension of applied engineering problems is also desirable. In fact, it is as

much a requisite as formal academic training."

The great mass of positions in industry still require no more than a high school or vocational school education. It should be noted, however, that in this fast moving age of technology which is producing everything from chlorophyll to atomic energy, the percentage of technical employees who need training beyond the high school level is definitely and constantly increasing.

Where do the junior colleges fit into the picture? It is our responsibility not merely to provide the first two years of technical education for those who have the interest and capabilities to go beyond the junior college, but also—and more important—to provide a complete preparation, in day and evening programs, for the technical positions which do not require four years of college education.

Technical courses and curricula of this type are developed at the Ohio Mechanics Institute in several ways. Our two-year cooperative curricula in Mechanical Engineering Technology and Electrical Engineering Technology were developed by members of our staff who had sufficient industrial experience to design course content and laboratory activities that definitely meet the needs of the companies which employ our "co-op" students and hope to retain them on a full-time basis after they graduate.

On the other hand, our two-year cooperative curricula in Construction Technology and Chemical Technology were developed with the assistance of advisory committees of interested and capable industrial representatives. Let me say in passing that I am opposed to advisory committees for the sake of advisory committees. We can always find plenty of industrialists who will gladly talk for hours on their ideas of education, but in the last analysis the outline of a curriculum or the writing of a course syllabus must and should be done by a staff member, preferably one who is going to teach some of the courses.

At O.M.I. we have six industrial coordinators, five of whom have part-time teaching assignments. The remainder of their time is spent in working in the Greater Cincinnati area with companies which either have cooperative students or are considered to be potential employers of "co-ops." In this way the Institute is able to develop and retain courses of study which are in accord with the latest industrial practices.

It should be emphasized that our day technical curricula are more basic and long-range in objective than most of the evening curricula. For example, the two-year cooperative curricula include approximately one year of study which is comparable to that offered in a portion of the first two years of a four or five-year engineering school. This study includes courses in engineering

drawing, mathematics, physics, chemistry, English, and psychology. The second year, however, is quite different from that of a traditional engineering curriculum and includes applied courses in such fields as electronics, machine design, building construction, and unit operations.

The development of technical evening curricula is much more flexible, spontaneous, and specialized. New evening courses are developed almost overnight from suggestions obtained most frequently, by our industrial coordinators. This process then continues with a determination of course content and the selection of a competent instructor. Examples of courses recently developed at O.M.I. in this manner include Plant Layout, Quality Control, Instrumentation, Die Design, Labor Problems, Hydraulic Mechanisms, and Industrial Safety.

We must not overlook the fact that there must be more than discovery of industrial need for courses of this type. There must also exist a desire for such courses by a sufficient number of day students and/or industrial employees. Examples of evening courses offered by O.M.I. during this academic year which did *not* attract sufficient enrollment, include Chemical Laboratory Techniques, Materials Handling, Radio Exam Preparation, and Natural History. These courses will be offered again when we have reason to believe that the demand is sufficiently great.



In summary, the Ohio Mechanics Institute, like any other junior college which provides technical training, has the major responsibility for eliminating outmoded courses and instructors, improving current courses, and developing new courses to meet the needs of the industries we serve. Dynamic curricu-

lum development of this type is dependent primarily upon active lines of communication between O.M.I. and the 60 companies which employ our co-op students as well as the 550 companies which have employees enrolled in our evening and Saturday morning courses.

# The American Association of Junior Colleges Minutes of the 34th Annual Convention

St. Louis, Missouri

MARCH 8-10, 1954

THE 34th Annual Convention of the American Association of Junior Colleges was held at the Hotel Statler, St. Louis, Missouri, March 8 to 10, 1954. The Board of Directors, the Editorial Board of the *Junior College Journal*, the five Research and Service Committees, and various other committees were in session the day preceding and the day following those dates.

The presentations in the various meetings were as listed in the printed copy of the official program, with the following exceptions: Charles E. Hill was designated Chairman of the Teacher Preparation Committee in the absence of L. O. Todd and conducted the Fifth General Session Program on Wednesday morning; Blake Tewksbury replaced J. Paul Slaybaugh on the Resolutions Committee; Peter Masiko, Jr., served as Recorder of the Administrations Committee in the absence of E. H. Miner; and J. Paul Mohr served as Chairman of the Technical Engineering discussion section in place of J. Graham Sullivan. Miss Charlotte Higham replaced Mrs. Margaret D. Robey as Recorder of

the General Educational Curriculum section.

The convention registration was 389. The meetings were all well attended, and the programs stimulated much discussion. Choirs from the neighboring junior colleges gave splendid musical programs, and every general session opened with a period of Devotions. The Sub-Committee of Public Relations arranged a large and interesting exhibit of all types of public relations materials. Exhibits were also provided by a number of publishers and equipment manufacturers.

The following business was conducted in the General Sessions:

MARCH 8, 2:30 P.M.

Chairman Marvin G. Knudson reported for the Finance Committee that the books of the Association had been audited and found correct, and that certain improvements had been made in the budget on suggestion of the auditor. He presented a budget for the year beginning January 1, 1954 and explained the various line items in it. On motion duly made and sec-

onded, the budget was adopted by unanimous vote.

It was moved, seconded, and carried, that the reading of the Minutes of the 1953 convention be omitted, as these Minutes were printed in the December, 1953, issue of the *Junior College Journal* and distributed to the members of the Association.

MARCH 8, 8:00 P.M.

The Report of the Executive Secretary, Dr. Jesse P. Bogue, gave a detailed account of his activities during the year and reported as to the functions performed by the Washington Office. He included statistics of membership, services, and other phases of the Association's work.

MARCH 9, 9:00 A.M.

Dr. James W. Reynolds, Editor of the *Journal*, gave an analysis of the contents of the *Junior College Journal* for the past year, with special emphasis on the contributions of a number of distinguished guest editorial writers. He presented statistics of circulation and costs and described the work of improving the format. Dr. Reynolds praised the work of Mrs. Smith, the Associate Editor, and that of Mrs. Webb of the Washington Office, as well as the cooperation of the entire Editorial Board.

The Nominating Committee, reporting through its chairman, Marvin Knudson, placed in nomination the following:

For President: Hugh G. Price, Director of Ventura College, Ventura, California.

For Vice-President: Edward G. Schlaefer, Dean of Monmouth Junior College, Long Branch, New Jersey.

For members of the Board of Directors: Ralph Prator, President of Bakersfield College, Bakersfield, California.

Edmund J. Gleazer, Jr., President of Graceland College, Lamoni, Iowa.

Blake Tewksbury, President of Keystone Junior College, La Plume, Pennsylvania (for the unexpired term of E. G. Schlaefer).

The President called for additional nominations from the floor; there were none. It was then moved, seconded, and carried that the Convention Secretary be directed to cast one ballot for the nominees, who were then duly declared elected.

MARCH 9, 2:30 P.M.

The Research Director, Dr. C. C. Colvert, presented his report which listed three projects completed during the year 1953-54:

A bulletin on Junior College Alumni Activities

The 1954 Junior College Directory

A study of the aspects of pre-service preparation of two groups of junior college teachers.

The last named study is to be carried further by studying the characteristics of these teachers in community and professional activities, and another

study will be made of personal characteristics. The completed composite report will be ready in the summer of 1954. Dr. Colvert mentioned two other studies in progress: college and university offerings in junior college education, and a study of what junior college administrators do or propose to do for faculty professional improvement.

MARCH 10, 7:00 P.M.

Chairman Leland L. Medsker presented the Report of the Committee on Resolutions, divided into three parts: 1. Resolutions on Legislation; 2. Resolutions on Higher Education; 3. Resolutions of Appreciation. At the conclusion of the reading of each group, it was moved, seconded, and carried by unanimous vote that it be adopted.

The President, Frederick W. Marston, introduced the new officers and the new members of the Board of Directors. He announced that R. I. Meland, Dean of Austin Junior College,

Austin, Minnesota, had been appointed Convention Secretary. He also announced the Chairman of each Research and Service Committee, as follows: Administration, James M. Ewing; Curriculum, G. O. Kildow; Legislation, M. F. Griffith; Student Personnel, Robert G. Dawes; Teacher Preparation, Charles E. Hill. Chairmen of two Sub-Committees were named as follows: Public Relations, A. T. Hill; and Nursing Education, Henry W. Littlefield.

The President expressed his thanks to all who had helped make the convention a success. He then turned the meeting over to the new President, Hugh G. Price, who asked for a continuance of this support, and paid a tribute to the outgoing President. He announced the 1954 Convention would be held in Chicago, March 3-5, and then declared the meeting adjourned.

Respectfully submitted,  
L. A. RICE, *Convention Secretary.*

## Structure and Work of the Administration Committee

EDMUND J. GLEAZER, JR.

MY EXPERIENCE with the Administration Committee of this Association leads me to describe the functions of the committee in about the same terms as the duties of a college president have been set forth in a job description: "As chief executive officer, under the Board, he is finally responsible for everything concerning the college, and the effective operation of all departments."

The term "administration" is roughly synonymous with that of management. All of those service functions which support and make possible the educational program of the institution are of concern to the Administration Committee. The committee members are alert to problems indicated by their colleagues in various parts of the country. These problems are appraised by the committee in order to determine whether they are of interest to a large enough group to warrant consideration by the association. If they seem to be of some significance, the next question to be answered is in what way help can be provided. Sometimes the need is for further information. For example, a nation-wide survey of salaries in junior colleges was con-

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EDMUND J. GLEAZER, JR., President of Graceland College in Lamoni, Iowa, is a member of the Board of Directors of the A.A.J.C., former Chairman of the Administration Committee of the A.A.J.C., and Vice-President of North Central Council of Junior Colleges. He presented the following information at the convention of the American Association of Junior Colleges last March.

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ducted by the Research Office of the Association upon recommendation of the Administration Committee and with the approval of the Board of Directors. Such research is initiated by the committee and recommended to the Directors for authorization to the Research Office.

The problem may be attacked through the discussion groups at the national meeting or by requesting people of experience in the field to write articles for the *Junior College Journal*. An article by Henry G. Badger of the United States Office of Education describing current costs of operating junior colleges was published in the *Journal* last February and had its origin in the questions raised by members of the committee.

Examples of other recent projects in which the Administration Com-

mittee has had an active part are the following:

1. A study in alumni relationships which was published by the Research Office last fall.
2. The Administration Committee has joined with the Committee on Teacher Preparation to promote this study of characteristics of good junior college teachers, which is to be completed during the current year.

As the need arises, special committees or sub-committees may be established by the Board of Directors. One of these is the sub-committee on athletics which was formed for the specific purpose of formulating a statement of guiding principles for conducting junior college athletics. The committee has been continued through the current year to encourage the distribution of the statement to member colleges. Another sub-committee is that on public relations. This committee has been responsible for the exhibit of materials now on display and is concerning itself with alumni relations, fund raising, and the general philosophy and approach to an effective program of public relations.

The committee is made up of members from the several regional associations. Meetings of the committee are held before and after each national meeting of the association. The chairman attends the summer meeting of the Board of Directors and committee chairmen. A great deal of the work of the committee must of necessity be

done through the mail. One of the prime virtues of the good committee member is a disposition and capacity to answer the letters of the chairman.

Committee members this year are:

*Ralph Prator*, President of Bakersfield College, Bakersfield California. Dr. Prator served two years on the sub-committee on athletics. He has been a high school teacher and principal and was Director of Admissions and Personnel Activities at the University of Colorado before going to California.

*Edwin H. Miner* represents the Middle States Association and is President of Orange County Community College, Middletown, New York. He has been a teacher, superintendent of schools and Associated Commissioner in the U.S. Office of Education.

*Ralph Marion Lee* is at present Academic Dean at Mars Hill College, Mars Hill, North Carolina. Dean Lee had his undergraduate work at Wake Forest and Master of Arts degree from the University of North Carolina. He has been a teacher, high school principal, and since 1936 has served as mayor of the town of Mars Hill. He is Past President of the Southern Association of Junior Colleges.

*Raymond C. Wass* is the representative of the New England Junior College Council. He has served as a member of the committee since 1951. Mr. Wass has been a high school principal, dean of boys in a private boys school, a superintendent of schools, and President of Lasell Junior College, Auburndale, Massachusetts, since 1947.

*Frederic T. Giles* is President of Everett Junior College, Everett, Washington. He represents the Northwest Association of Junior Colleges. Mr. Giles has been a high school teacher, principal, and assistant superintendent of schools. He was Director of Personnel before becoming President of his college.

*Alfred T. Hill*, President of Pine Manor Junior College, Wellesley, Massachusetts, is chairman of the sub-committee on public relations.

*James Ewing*, President of Copiah-Lincoln Junior College for 22 years, is chairman of the sub-committee on athletics.

#### A PROGRAM OF INSTITUTIONAL EVALUATION

The program this afternoon is a result of the conviction of the Administration Committee that member institutions ought to be motivated to self-study and would find useful the presentation of workable methods of institutional evaluation. As we saw it, a number of developments supported the value and timeliness of this kind of program:

1. The developing opinion that continuing critical self-study is among the major characteristics of a good educational institution.
2. The fact that junior colleges in many parts of the country are in the process of accreditation by respective regional agencies.
3. The possibility that self-study would assist college personnel in the interpretation of the needs of their clientele and establishment of a program to meet those needs so that a positive, frontal approach could be made to certain present attacks on higher education.
4. The prospect of expanding enrollments will continue to raise such questions as: "What students shall we attempt to serve?" "What courses shall we offer?" "What buildings shall we construct?" "What faculty members shall we appoint?"

And probably most important, the Committee was inclined to agree with the statement of the Committee on College Self-Studies of the Fund for Advancement of Education. "It believes the value of self-study may lie as much in the process of carrying it on as in any final report."



## Service Station Project of the Student Personnel Committee

by

F. GRANT MARSH

IMMEDIATELY following the annual meeting in Boston in 1952, the 1952-53 Student Personnel Committee, under the adept leadership of Mrs. Charlotte Meinecke, Dean of Colby Junior College, New London, New Hampshire, set about to analyze carefully and thoroughly its function as a research and service committee, and if possible to plan a long range program. The result was that the committee embarked upon what, at the time, appeared to be a simple venture, but which became a most ambitious undertaking.

Thoughtful consideration was given by the committee to many student personnel problems which had been suggested as possible worthwhile research projects. From these suggestions the committee compiled a list of no less than 20 topics, each of which had some important bearing on, or reference to, a phase of student personnel work. The committee soon realized that it was not only without funds but also without adequate personnel to undertake the extensive research which even the simplest of these projects would entail. Hence it was unanimously decided

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Formerly Dean of Students at City College of San Francisco, F. GRANT MARSH this year has joined the staff of San Francisco State College. He formerly was Associate Professor at the University of California, a high school teacher and administrator, and a junior college instructor and administrator. He has published articles in many professional magazines. This discussion of the Service Station Project of the Student Personnel Committee was given at St. Louis at the convention of the American Association of Junior Colleges.

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to forego the pursuit of any research projects for the time being, and to send a list of these topics to the research director of the association, with the request that he send the list to Schools of Education, upon inquiry, as suggestions to graduate students who were in search of topics for masters' theses or doctors' dissertations.

It did seem to the committee, however, that there were still problems other than those of a "research" nature which merited some consideration—those of a "service" nature. Members recalled the discussion groups at the annual meetings at San Francisco, Roanoke, Des Moines, Boston, and Dallas, in which it was increasingly apparent that, although student per-

sonnel work as a recognized and accepted function of college administration was nearing maturity in some colleges, it was still in its early infancy in many others. Administrators, personnel workers and others who attended and participated in the discussion groups at these meetings seemed to be anxious to know what other colleges were doing, what they themselves could do to improve their student personnel services, and how best they could bring about this improvement in their own colleges. The committee realized that even though everyone on a campus, from student to president, participates in some phase of the student personnel program, there must be or should be some one person who is responsible for student personnel work and from whom there could be obtained ideas and suggestions of more or less value to a colleague in a similar position in another college. What then could the National Student Personnel Committee do to establish some kind of "service" for this interchange of ideas and procedures?

Much correspondence between committee members was required to concentrate upon a single answer to this question. Out of all of these communications came the idea of centralizing certain kinds of information at a station or locale and of making this information available to member colleges upon request. The Service Station Project of the Student Personnel Committee was thus conceived. As indi-

cated, it was intended to make available an interchange of ideas and suggestions and maybe philosophies, concerning student personnel procedures among member colleges. This interchange was to be accomplished by assembling, for redistribution to member colleges, packets of student personnel materials now in use in the colleges.

As originally planned, each of the six regions of the national association would operate independently of the other regions. Since the national association was urging the formation of regional committees parallel to the national committees, it was felt that each regional student personnel committee could properly undertake the operation of the project as its special function in its own region. Chairmen of these regional student personnel committees would be drawn, for the time being at least, from the personnel of the national committee.

To get the plan under way, the national committeeman in each region was to head up the project in his region until the regional personnel committee was appointed and could take over the job. Each national committeeman wrote a letter to the personnel director or other person in charge of student personnel work in each college in his region, explaining the purpose of the project and the manner in which it was intended to operate.

Each personnel director was asked to cooperate in the project by preparing two packets, each containing samples

of each piece of material used in the college in connection with student personnel work. The material in the packets was to include pre-orientation and orientation material, testing program, all forms used in the cumulative record, academic, social, vocational, etc.—viewbook, catalogue, promotional material, college newspaper, student handbook—in short, all material which might be suggestive or helpful to a colleague.

In addition, the personnel director was asked to write a brief comment on any special procedure or devices of an original or especially successful nature in the director's own college, and of course to include his full name, title, college, and address. The two packets were then to be sent directly to the regional national committeeman.

After receiving the material, the committeeman was to sort it and then assemble it into several packets: (a) on the basis of size of college, kind of college, *i.e.* public or private, residential or non-residential; or (b) on the basis of kind of information, such as orientation, testing program, cumulative and operational records, publications, and extended day and evening programs, whichever method seemed to be more desirable and easier to distribute in his region. All participating colleges would then be informed when the material was at the station and ready for distribution. Personnel directors were instructed to write to the regional committeeman to obtain any of the assembled packets, transportation collect.

The committee hoped that the procedure would be of considerable value to personnel directors who would like to know who their colleagues were and what they were doing, and would promote and facilitate informal correspondence among individuals in the various colleges. Perhaps the project would result in an increase in personal friendships and professional knowledge among junior college personnel workers in all sections of the country.

Naturally the success of the project depended upon three things: first, prompt and complete responses from member colleges for their material; second, appointment of regional committees to take over the project in the several regions; and third, requests from colleges for the assembled packets after all materials had been received at the station.

Since all matters relating to the project had to be carried on by correspondence throughout the year, the 1953 Dallas convention offered the first opportunity for members to discuss with each other several phases of the project and to report upon the progress made in each region up to that time. Although committee members were enthusiastic about the project, not all reports were encouraging—responses from member colleges had not been so good as anticipated; subdivision of the larger regions might be necessary to avoid unwieldiness; and the need for association-wide publicity was apparent. Two new committee

members reported that their predecessors had done practically nothing in their regions.

Maybe the committee had embarked on an idea which might be too difficult to administer. However, substantial progress had been made—many personnel directors had expressed an interest by forwarding their material—perhaps with a little persuasion others could be encouraged to participate.

At the close of the Dallas convention, the 1953-54 committee decided that its major activity for the year would be to continue the project. First of all, an attempt was made to remedy the difficulties discussed at the Dallas meeting. Dr. A. M. Meyer, vice chairman of the committee, prepared a splendid article stating the purpose of the project and its intended operation. This article appeared in the September, 1953 issue of the *Junior College Journal*. Information similar to Dr. Meyer's article, together with short biographical sketches of members of the committee, appeared in the August issue of the *Washington Newsletter*. Request was made of our national president to continue his efforts to have regional presidents of those regions which had not appointed regional committees to do so as soon as possible. Regional committeemen were permitted to subdivide their regions if it appeared to be desirable.

During this past year national committeemen notwithstanding the arduous and exacting administrative

responsibilities of the positions which they occupy in their colleges, have been conscientiously endeavoring to push this project. They have written again to all non-participating colleges urging their cooperation. They have assisted regional committeemen in those regions where committees have been appointed. Generously, they have devoted much time and effort to development of the project not only as an instrument to promote *esprit de corps* and professional growth among student personnel workers but also to bring the American Association of Junior Colleges and its committee work into all regions of the association.

Progress reports at this time indicate regional participation all the way from 100 per cent to about 20 per cent. Best success has been attained in those regions in which regional student personnel committees have been appointed and have taken an active part in the project. Better success would probably have been attained in some of the larger regions if some financial assistance had been available for the employment of clerical help.

Much favorable comment has been received from participating colleges. One personnel worker writes, "I commend you and your committee for the task you have undertaken, and feel sure your efforts will do much to upgrade junior college personnel practices." Similar expressions have come from others.

As the year closes with this convention, members of the committee have taken stock of their activity, particularly as it has operated in their own regions. All agree, first, that the project is a worthy one and one that has been especially valuable to participating colleges; second, that a nation-wide activity of this nature cannot be successful without active participation of regional committees; third, that the administration of such an activity in a region which is not only extensive in

area but also large in number of colleges, places a heavy burden upon the regional national committeeman; and fourth, that if the project is to continue beyond this convention, some financial assistance may be necessary in some regions.

The committee desires to express its deep appreciation to student personnel workers in participating colleges, without whose enthusiastic interest the project could not have been successful thus far.

# Report of the Research Office

C. C. COLVERT

YOU MAY recall that last year this office reported the completion of the 1953 *Junior College Directory*, publication of a bulletin on *Fund Raising Campaigns for Junior Colleges*, publication of a study on "Junior College Teachers Salaries for 1952-53," and the compilation and publication of Vol. III, No. 1 Research Bulletin on *Legally Prescribed Methods for the Allocation of State Aid to Public Junior Colleges*. All of these bulletins were mailed to each junior college which is a member of the Association. Lastly, a compilation of research problems relating to junior colleges was made and distributed to major universities throughout the country and all others who have been interested in such problems. Requests for copies of this bulletin come in each month.

You will recall also that the Research Office has been carrying on a research project in which the chief consideration has been given to a study of the characteristics of "good" teachers. One study was completed in the form of a dissertation in which an analysis was made of aspects of pre-service preparation of two groups of junior college teachers. This particular study was completed in May of 1953. Five

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C. C. COLVERT, Professor of Educational Administration and Professor and Consultant in Junior College Education, The University of Texas, also serves as Director of the Junior College Education Research and Editorial Office. The following report was given at the meeting of the American Association of Junior Colleges in St. Louis.

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areas of these aspects were studied, such as: (1) attendance at certain types of schools, (2) aspects related to college training, (3) aspects related to college credit in certain professional education courses, (4) participation in extra - curricular activities in high school, undergraduate college, and graduate school, and (5) previous experience of junior college teachers. Under each of the headings from three to nine subheads were included making a total of 33 aspects of pre-service preparation, from which data were gathered from about 250 "good" junior college teachers and 250 random selected teachers in junior colleges. Significant differences were found between the "good" and the controlled teachers with respect to seven out of 33 aspects of pre-service preparation tested. At present this research is being carried further by a study of certain other characteristics of these "good"

and controlled teachers in junior colleges. There are 26 aspects of selected community and professional activities in which the two groups of junior college teachers are actively engaged while teaching in a junior college. These activities are grouped under five areas: (1) church and Sunday school activities, (2) lodge, service club, and other types of club activities, (3) community activities, (4) professional activities, and (5) publications in the last five years. During the coming year there will probably be a third study conducted which will include personal and professional characteristics such as personality rating, student rating of teachers, administrator rating of teachers, and certain other similar characteristics. At the completion of this third study, we hope to have enough material to justify a composite report to the Association.

During the past year we have completed a bulletin on "Junior College

Alumni Activities." This bulletin was multilithed and mailed to all member junior colleges. The Research Office also has now completed a study for the Curriculum Committee on the status of pre-professional and technical engineering training in the junior colleges of the United States. A copy of this study has been mailed to all member colleges. The Research Office has gathered material for and published the *Junior College Directory*, 1954. You received your copies early in February, 1954.

Two other studies are in progress. One of them is the study of college and university offerings and services in the areas of junior college education, and the other is a study of what junior college administrators are doing or propose to do to encourage their faculty members to improve themselves professionally.



## Report on Junior College Journal

JAMES W. REYNOLDS

THE TASK of preparing the annual report on *Junior College Journal* has one difficult aspect. This aspect is encountered in the attempt to make each report sufficiently original to avoid deadly monotony, and at the same time retain sufficient uniformity of organization to enable any who would care to study trends to have the basis for such a study.

The search for originality has not always been an easy one in the past. This search in regard to Volume XXIV, however, has presented no serious problems. These developments connected with the current volume are responsible for this situation; the excellent staff work done by Mrs. Bert Kruger Smith and Mrs. Helen Webb, the most helpful evaluation of the *Journal* done by Albert Anderson at Teachers College, Columbia University, and the changed format of the publication.

It would be impossible to give too much praise to the work of Mrs. Smith and Mrs. Webb. Mrs. Smith in the editorial office in Austin, not only did a fine job as usual in handling the details associated with the processing of manuscripts from acceptance by the Editor to delivery to the subscribers; she also supplied a preponderance of the ideas

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JAMES W. REYNOLDS, Professor of Junior College Education at The University of Texas, has been Editor of the *Junior College Journal* since 1949. The report on the *Journal* was made in March at the American Association of Junior Colleges Convention.

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which were incorporated into the format changes. Mr. Webb came to her job in the Washington Office only this year. It might have been supposed that she would be entitled to the mistakes that a newcomer would make. On the contrary, however, if she made mistakes, they were never evident to the Editor. She not only mastered all the unfamiliar details of her job, but did so in such a manner as to contribute materially to any success the *Journal* may have had. The Editor is indeed proud to be a part of such a smoothly functioning organization as that which gets your *Junior College Journal* out each month.

The Editorial Board undertook at the Editor's request an evaluation of *Junior College Journal*. Through the efforts of Ralph Fields, Teachers College, Columbia University, to whom the Board directed a request for assistance, Albert Anderson, a graduate student at Teachers College, was persuaded to undertake this evaluation.

The association with Mr. Anderson has been a very fortunate one. His work was thorough and painstaking. He pointed strong points and weak ones. Above all, his recommendations were so practical that the job of translating these recommendations into policy was easy. The *Journal* owes him a tremendous debt of gratitude.

For better or worse, the *Journal's* face has been lifted. Reactions among *Journal* readers have varied all the way from an excessively dim view to outspoken praise. In the main, reactions have been more on the complimentary than the uncomplimentary side. The Editor trusts that the disgruntled may come to change their opinions after a sufficient time lapse.

#### CONTENTS OF THE JOURNAL

This section of the report is introduced with an explanation. In 1952, the annual meeting was conducted in June in Boston. This permitted descriptions of content to be based on all nine issues of Volume XXII. The annual meeting for 1953 was held in Dallas late enough in March to permit the description to include eight issues (all but May, 1953) of Volume XXIII. The early March date of this annual meeting makes it possible to include only seven issues of Volume XXIV in the description.

Percentage wise, advertising space dropped from 8.5 per cent in Volume XXIII to 7.4 per cent in Volume XXIV, and regular features from 26.3

per cent to 24.0 per cent. The discrepancy between the 26.9 per cent space shown in the tabulation and the 24 per cent just quoted is accounted for by using a base of 501 (total space including covers) in computing the latter percentage.

A further comparison of percentage of space devoted to each field of interest shows a consistent drop in all categories. This apparent paradox is explained by the inclusion of a new category—"Reports." In the past, reports have been classified under the regular headings of "fields of interest." Frequently, this has occasioned arbitrary decisions of doubtful reliability. The new heading was adopted to eliminate this problem.

Two fields of interest listed in the 1953 report were dropped completely from this 1954 report. These are the classifications, "Review of Research," and "Teacher Preparation." In each instance, the headings were dropped because no articles were published in these fields.

Articles dealing with topics in the field of curriculum and instruction continue to dominate, although the percentage of space devoted to this heading dropped from 40.0 to 27.6. Articles on student personnel are second highest in percentage of total space with 9.3, and the two fields, administration and philosophy, are third highest with 6.9 per cent each.

A new heading was used in the tabulation dealing with the geographical

area represented by the contributor and the affiliation status of the contributor. This new category, "Staff," was used to eliminate a distorted picture resulting from most staff members living either in Washington, D. C. or Austin, Texas. This new arrangement accounts in part for the percentage drop which may be observed in the

headings "Middle States," and "Southern." It also explains in part the drop in percentage of the category, "Non-junior College."

#### MANUSCRIPTS

The supply of manuscripts continues satisfactory. Of particular significance is the steady stream of manuscripts sent

| Geographical Area based on Regional Accrediting Assoc. | Number of Articles | Number of Pages | Percentage of Total Pages† |
|--------------------------------------------------------|--------------------|-----------------|----------------------------|
| Middle States                                          | 14 (10)‡           | 70 (67.00)      | 15.6 (19.0)                |
| New England                                            | 2 (8)              | 6 (33.50)       | 1.3 (10.0)                 |
| North Central                                          | 14 (13)            | 75 (81.50)      | 16.7 (23.0)                |
| Northwest                                              | 2 (6)              | 19 (23.75)      | 4.2 (7.0)                  |
| Southern                                               | 14 (12)            | 62 (61.25)      | 13.8 (18.0)                |
| Western (California)                                   | 19 (15)            | 106 (81.00)     | 23.6 (23.0)                |
| Staff*                                                 | 37 (—)             | 112 (1)         | 24.9 (—)                   |

\* Staff members not classified by regions as previously

† Percentage computed on total of 450 pages

‡ Figures in parentheses represent status in Volume XXIII

| Affiliation Status of Contributor | Number of Articles | Number of Pages | Percentage of Total Pages |
|-----------------------------------|--------------------|-----------------|---------------------------|
| Independent Junior College        | 6 (16)             | 32 (66.75)      | 7.1 (19.0)                |
| Non-Junior College                | 29 (25)            | 161 (175.00)    | 35.8 (50.0)               |
| Public Junior College             | 30 (23)            | 145 (106.25)    | 32.2 (31.0)               |
| Staff*                            | 38 (—)             | 112 (—)         | 24.9 (—)                  |

\* Staff members not classified by affiliation status as previously

| Field of Interest          | Number of Articles | Number of Pages | Percentage of Total Pages‡ |
|----------------------------|--------------------|-----------------|----------------------------|
| Administration             | 5 (4)*             | 31 (33)         | 6.9 (10.0)                 |
| Curriculum and Instruction | 23 (24)            | 124 (139)       | 27.6 (40.0)                |
| Functions and Purpose      | 4 (5)              | 20 (39)         | 4.4 (11.0)                 |
| Philosophy                 | 4 (4)              | 31 (2)          | 6.9 (6.0)                  |
| Public Relations           | 4 (5)              | 17 (17)         | 3.8 (5.0)                  |
| Status                     | 5 (7)              | 14 (20)         | 3.1 (6.0)                  |
| Student Personnel          | 7 (12)             | 42 (60)         | 9.3 (18.0)                 |
| Regular Features           | 39 (46)            | 121 (139)       | 26.9                       |
| Reports                    | 12 (—)†            | 50 (—)          | 11.1                       |

\* Figure in parentheses represents status in Volume XXIII

† Not listed for Volume XXIII

‡ Percentage for all rows computed on basis of 450 pages

in by junior college teachers and administrators. The Editor believes that such "live ammunition" is of great value in keeping the *Journal* in touch with the more important developments in the junior college field.

The *Journal* has reason to be proud of another series of guest editorialists. The group includes: Frederick Marston, President, A.A.J.C.; Hugh Price, Vice-President, A.A.J.C.; Ira Eisenstein, President, Rabbinical Assembly of America; Palmer Hoyt, Editor, *The Denver Post*; Richard L. Bowditch, President, Chamber of Commerce of the United States; Robert B. Anderson, Assistant Secretary of Defense; and Walter Reuther, President, Congress of Industrial Organizations.

#### CIRCULATION

Circulation figures continue a modest increase. The picture may be seen in the following tabulation.

| Volume | Year | Group Total Group Total |     |        |       |
|--------|------|-------------------------|-----|--------|-------|
|        |      | Individ.                | No. | Copies | Cir.  |
| XXII   | 1951 | 2,029                   | 84  | 928    | 2,957 |
| XXIII  | 1952 | 2,047                   | 90  | 1,016  | 3,063 |
| XXIV   | 1953 | 2,161                   | 130 | 1,387  | 3,548 |

The increase in total circulation is approximately 16 per cent. Actually circulation figures total 3,607, but of this number 59 copies are sent on a complimentary or exchange basis.

While all classifications yielding increase are welcome, it is particularly noteworthy to consider the marked rise in the field of group subscriptions. The

number of copies jumped 371, or 37 per cent.

One explanation should be made in regard to the classification, "Individual" subscriptions. There are only 663 individual subscriptions as such. The remaining 1,498 copies to be accounted for in this group are made up of those which are sent to each of the various types of memberships in the A.A.J.C.

While it has never been the policy to include items of finance in this report, it would probably be interesting to know that a change of printing companies has resulted in a material reduction in printing costs. This reduction has made possible the many changes in *Journal* style and format, the printing of two 80 page issues (customary pages—64) at less cost than has been involved in the past. When viewed in line with circulation increases, the conclusion may be reached that the *Journal* is solvent for the present, at least.

#### EDITORIAL BOARD

The *Journal's* successes are due in no small measure to the efficiency of the Editorial Board. The members have a major share of credit for the increasing circulation figures, the ample supply of manuscripts, and the success of the evaluation project. Moreover, articles dealing with the status of junior colleges in the several states are due to the work of the Board members.

Gradually, the function of the Board has taken shape. Board members have

been patient in the times when the function was uncertain, understanding of the confused state that has sometimes prevailed, and diligent in discharging their responsibilities as these responsibilities became better defined.

#### CONCLUSIONS

The conclusions to be drawn from

this report should be obvious. Despite the continued existence of problems, progress has been made. The Editor points out again that optimism is not akin to immodesty since the elements chiefly responsible for progress have been singled out. The Editor can only say he is proud to be a minor member of such an efficient team.

# Student Personnel Practices in Junior Colleges for Women

EDWARD J. DURNALL, JR. AND ROBERT R. REICHART

THE STUDY of student personnel practices seems to warrant the attention of many junior college administrators. In a survey conducted by the American Association of Junior Colleges in 1946, junior college administrators stated that student personnel work was one of the most important areas of activity which needed attention in the junior college (2, p. 9). The importance of student personnel work is further attested to by the fact that it is one of the 11 bases used by accrediting agencies in evaluating junior colleges (1, p. 29). A survey of the literature failed to disclose any national studies of the student personnel practices in junior colleges for women. Therefore, it was decided to investigate and evaluate the present student personnel practices in these schools.

A four-page printed checklist covering the student personnel practices most often mentioned in the literature was mailed to all 71 junior colleges for women in the United States. Usable replies were received from 60 of these colleges for a net return of 85 per cent.

A 75 point guidance rating scale based on the checklist was devised as a method of evaluating the student

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Articles in many educational magazines bear the name of EDWARD J. DURNALL, JR. He has written for the Junior College Journal, Personnel and Guidance Journal, Vocational Guidance Quarterly, School and Society, and Journal of Educational Psychology. He is Dean of Nason College in Springvale, Maine, and was formerly Counselor at Oregon State College, Director of Guidance at Sullins College, and Counselor at the College of William and Mary.

ROBERT R. REICHART, Associate Professor of Education at Oregon State College in Corvallis, Oregon, is a frequent contributor to educational journals.

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personnel practices in the individual colleges. This rating scale was based on the assumption that those colleges which utilized many student personnel practices recommended by student personnel specialists were more likely to provide effective student personnel services than were those schools with fewer services. The research of Lam-born (3) supports this assumption. The reliability of the scale was found to be .92 when the Spearman-Brown prophecy formula was applied. Validity was determined by an item analysis for internal consistency and was found to be satisfactory. The scores of the respondent colleges on this 75 point

scale ranged from a low of ten to a high of 58. The mean of the distribution was 37.92 with a standard deviation of 10.03.

#### ADMINISTRATION OF STUDENT PERSONNEL PROGRAMS

The dean of the college was the person most frequently (43 per cent) mentioned as being in charge of the student personnel program in junior colleges for women. The dean of students and the director of guidance followed in frequency of mention with 27 per cent and 15 per cent, respectively. The colleges with extensive student personnel practices used student personnel specialists to administer their programs, while those colleges with few student personnel activities utilized the dean of the college for this purpose. In 60 per cent of the colleges the person in charge of the student personnel program devoted 50 per cent or more of his time to these duties.

#### ORIENTATION PROGRAMS

More than half of the junior colleges for women used the first few days of the new term for orientation. The colleges with extensive student personnel programs were more likely to conduct their orientation programs prior to the official opening of school, to conduct scheduled courses in orientation, or to extend their programs throughout the first term. The most frequently mentioned orientation activities were: explanation of school

regulations (98 per cent), introduction to school organizations (88 per cent), introduction to student government (85 per cent), library instruction (82 per cent), introduction to guidance services (77 per cent), and instruction in how to study (68 per cent).

Junior colleges for women gathered more information on their students than did other types of junior colleges. The most frequently mentioned data requested of high schools by the colleges were: transcript of high school record (98 per cent), rank in graduating class (88 per cent), ratings on personal qualities (75 per cent), and measures on psychological tests (73 per cent). Junior colleges for women that rated high on the guidance rating scale gathered more information on the following factors than did the colleges with low scores on the scale: ratings on personal qualities; measures on psychological and achievement tests; more complete records of physical limitations, of extracurricular activities, and of work experiences. However, junior colleges for women did not utilize the information gathered to the extent that might have been expected. Only 60 per cent of the colleges mentioned the use of this material in guidance.

#### COLLEGE CONTACTS WITH HIGH SCHOOLS

The majority of junior colleges for women made provisions for their per-



sonnel to visit high schools to give talks to high school seniors and to give information concerning the colleges through interviews. The personnel from colleges with extensive student personnel practices were more likely to counsel with high school pupils on educational and vocational plans than were the personnel from colleges with few student personnel practices. In 77 per cent of the colleges, college personnel visited high schools to give information through interviews and in 63 per cent of the colleges, the college personnel gave talks to high school seniors.

In 42 per cent of all junior colleges for women, the heads of the colleges visited high schools while in 40 per cent of the schools, the directors of admissions did so. The junior colleges for women with high ratings on the guidance rating scale utilized district representatives or counselors for high school visitations to a greater extent than did the colleges with low ratings on the scale. Less than half of the junior colleges for women conducted visiting days for high school pupils, but this proportion was higher than that found in other types of junior colleges.

Junior colleges for women did not carry out placement activities to the extent that public junior colleges did. Less than half of all the junior colleges for women had organized placement services for their graduates. On the other hand, 67 per cent of the colleges had organized programs to help their

students in the selection of senior colleges, universities, and professional schools.

The follow-up practices of junior colleges for women were somewhat superior to those of other types of junior colleges; however, there was more emphasis on the success of those students who continued their formal education than there was for those students who did not enter other schools. Fifty-seven per cent of the colleges made follow-up studies of the former group of students, but only 38 per cent made follow-up studies of the latter group.

The junior colleges for women with extensive student personnel practices carried on more placement and follow-up activities than did the colleges with limited programs.

#### TESTS AND RECORDS

Practically all junior colleges for women maintained cumulative records for their students, but not quite so many had records of their students' vocational plans, educational plans, and work experiences. The cumulative record files were most often found in the office of the dean of the college. However, there was a tendency for these files to be maintained in the guidance offices in the larger colleges and in the colleges with high ratings on the guidance rating scale.

More than half of the junior colleges for women administered interest inventories to their students. The in-

terest inventory used most often was the Kuder Preference Record (48 per cent). Ninety-three per cent of the colleges used scholastic aptitude tests of some type. The American Council on Education Psychological Examination for College Freshmen was mentioned by 60 per cent of the colleges. Sixty-eight per cent of the colleges administered reading tests to their students. The Cooperative Reading Test was listed by 28 per cent of the colleges and the Iowa Silent Reading Test by 27 per cent.

Personality inventories were used by slightly less than half of the junior colleges for women. The Bell Adjustment Inventory was mentioned most often (18 per cent).

Although most junior colleges for women used psychological tests, less than a third of the colleges provided specific training for their teachers in the use and the interpretation of these tests. Only 17 per cent of all junior colleges for women conducted local studies to determine the validity and the reliability of the tests used, and a similar proportion of the colleges had established local norms for the tests used.

Those colleges with many student personnel activities tended to maintain cumulative files, to administer interest inventories, scholastic aptitude tests, reading tests, and personality inventories, to conduct local studies to determine the validity and the reliability of the tests used, to provide

specific training for teachers in the use of the tests, and to maintain cumulative files in the guidance offices.

Junior colleges for women carried on a variety of occupational and educational information services. The most frequently mentioned activities were visits to industries, business places, and professional offices (73 per cent), use of visual aids for guidance purposes (55 per cent), maintenance of a classified file of occupational information (48 per cent), and teacher discussion of the occupational significance of their subjects (40 per cent). Ninety-five per cent of the colleges maintained a file of college catalogs. All junior colleges for women appeared to place more emphasis on educational information than on occupational information, but the colleges with high ratings on the guidance rating scale made greater use of varied methods of disseminating occupational information than did the colleges with low ratings on the scale.

#### COUNSELING

While more junior colleges for women provided for the counseling of their students at least once each term, only 37 per cent of the colleges provided their counselors with free time for counseling duties. Furthermore, fewer than half of the colleges provided office space for counseling, and 22 per cent of the colleges required special training of their counselors. Only 17 per cent of the colleges provided in-

service training in student personnel practices for their counselors.

The junior colleges for women with extensive student personnel practices were not only significantly superior to the group of colleges with limited student personnel practices in their provisions for counseling and counseling facilities, but their counselors were notably better trained and more experienced.

#### SPECIAL SERVICES AVAILABLE

Junior colleges for women were most concerned with the physical and moral needs of their students as exemplified by the high percentage of the colleges which provided for physicians, nurses, and religious personnel. Their concern for the emotional needs of their students, however, was not so evident. While 93 per cent of the colleges provided for physicians, only 38 per cent of the colleges made provisions for psychiatrists. The colleges with extensive student personnel programs were more likely to provide for the services of clinical psychologists and psychiatrists than were the colleges with limited programs.

The larger junior colleges for women tended to provide more student personnel services than did the smaller colleges. The correlation between

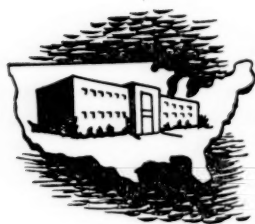
school size and scores on the guidance rating scale was .52.

#### SUMMARY

Junior colleges for women carried out many of the student personnel practices recommended by specialists in this field. They evidenced a deep concern for the welfare of their students, and they utilized a variety of student personnel practices to assist their students in making wise decisions both in college and later life. Some of the smaller junior colleges for women seemed to find it difficult to provide the degree of professionalization of their programs that was found in the larger and financially stronger schools. As a group, junior colleges for women seemed to provide as many student personnel services as did public junior colleges and private junior colleges as a whole.

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# Some Aspects of the Status of Junior Colleges *In the United States*

## New York

ISABEL D. PHISTERER

President, Cazenovia Junior College, Cazenovia, New York

IN GENERAL, the functions of the junior college may be considered to be of the following kinds: transfer, terminal, experimental, economic.

Section I, Number 9, Regulations of the Commissioner of Education, February, 1952, Supplement, states that a junior college should offer "two years of work in standard college courses, or two years of work in courses terminal in character of collegiate grade and quality, or both such standard and terminal courses."

In New York State two-year institutions properly chartered by the Board of Regents, may grant an associate degree, A. A. or A. A. S., upon the successful completion of a minimum of 60 semester hours of work on a college level, leading to the fulfillment of a specified curriculum. Other two-year courses, satisfactorily completed, may lead to a diploma. An

experimental course may be accepted to fulfill diploma requirements, provided the college shall have the consent of the State Department of Education.

There is in New York State a wide variation of organization and purpose in junior colleges. The community colleges provide two-year post-secondary programs which are at a minimal cost or free for high school graduates within commuting distance. These colleges combine general education with technical, relating their work to the occupational needs of their community.

Junior colleges are corporations, created by the Board of Regents under the State Education Law. The granting of a provisional charter does not give the power for the granting of degrees. Petition for an absolute charter must give the history of the institution, the date of granting of the provisional

charter, the character of the work of the college, description of the property holdings and equipment, the curriculums, the number of students registered, and the qualification of the teaching staff. The institution must be non-proprietary.

The technical institutes, now part of the New York State University, have in many ways operated as experiments to serve a temporary need. Their courses have included technical subjects plus sufficient material in the field of arts and sciences to give a general basic education to the students.

The Agricultural and Technical Institutes have given technical direction in order to serve the rural areas in agriculture, home economics, and industry. Their teaching has been done through full-time, part-time, short unit, evening, and home study classes. For the benefit of the community, they have conducted demonstrations, experiments, lectures, and "farmers' weeks," and have promoted vocational and technical practices.

Junior colleges which are degree granting must have assets of \$250,000 above any indebtedness, equipment suitable for the carrying out of their purpose, and must display proper maintenance of classrooms and of dormitories where they are used.

Junior colleges in New York State may be supported by churches, financed by endowment income and student tuition, or paid by funds from

the state and the community. In the case of community colleges, the state pays one-half of the capital investment and one-third of the operating expenses, the maximum being based upon the number of students; the community pays one-half of the capital, one-third of the operating expenses; and the student tuition and fees provide for the last third of the operating expenses. Community participation may be by gifts, services, loan of property, taxes which are earmarked, or by local bond issues. Part-time and out-of-state students usually pay fees approved by the state university.

Requirements for admission are graduation from high school or its equivalent, with individual arrangements for special students. Community colleges are primarily for those within commuting distance; the state institutes give preference to veterans, while the agricultural and technical institutes have no minimum requirements other than the ability of the student to carry the work successfully.

In New York State, factors of race, creed, or ancestry may not hinder admission. State scholarships may be used for work in junior colleges provided the chosen curriculum leads to a degree. There are no specific credential requirements for members of faculties of junior colleges. In most cases there are some who have earned Ph.D.'s. Current practice follows the National Association preference for breadth of training and experience in

education and guidance rather than for specialization for research.

In the technical institutes, teachers without degrees or training in education are frequently and successfully borrowed from industry. The State Department of Education hopes that this freedom in the appointment of faculties will continue. By state education law, the trustees of an institution are responsible for the employment of its faculty.

There has been a good deal of effort made to improve the articulation between high school and college and junior college and the four-year institution. Transfer credit depends in many instances upon the success of previous graduates from the junior college in the individual senior college. The technical schools are most limited in ability to transfer. All of them may transfer some credits.

Adult education programs are important in articulation. Some junior colleges welcome adults in their classes, while courses in state institutes and agricultural and technical institutes are open to all adults. Students and members of faculties of junior colleges frequently are enrolled in adult education classes.

The New York State Association of Junior Colleges, Mrs. Harriet P. Cook,

President, welcomes administrators and members of faculty to its membership. Special effort is made to make active participation in the affairs of this institution open to members of the faculty of the different types of junior colleges. The New York State Association of Colleges and Universities, Dr. Carter Davidson, President, includes within its membership primarily the chief executive of the various colleges, although some junior college administrators are members.

In New York State at present there is no pending legislation for junior colleges. The State University is in process of evaluating the needs of the different portions of the state and the effectiveness of various types of 13th and 14th year public education as so far established.

The New York State Association of Junior Colleges is in process of evaluating policies and programs of each of the junior colleges in the state, in order to make better use of all the junior college resources within the state. This is in accordance with the policy of the State University, which has specifically planned to eliminate overlapping of services in all of its branches, both within itself and with privately operated colleges.



## from the **EXECUTIVE SECRETARY'S DESK**

JESSE P. BOGUE

A significant statement has come to the Executive Secretary's Desk from the joint committee of the National League for Nursing and the American Association of Junior Colleges. On May 9 and 10 the joint committee drew up tentative guiding principles to be used in clarifying and strengthening relationships between colleges and hospital schools of nursing. It must be kept in mind that these principles in their present form are tentative. We are taking this opportunity to give the statements wide publicity among the junior colleges with the hope of the joint committee that suggestions may be forwarded to Dr. Henry W. Littlefield, Vice-President, University of Bridgeport, Bridgeport, Connecticut. Dr. Littlefield serves as chairman of the Nursing Education Committee of the American Association of Junior Colleges and as a member of the joint committee.

### GUIDING PRINCIPLES FOR THE ESTABLISHMENT AND OPERATION OF EDUCATIONAL PROGRAMS IN NURSING IN WHICH JUNIOR COLLEGES ARE INVOLVED

These principles are offered as guides to the relationships between a hospital school of nursing and a junior college or between a junior college and a hospital when, by a combination of the resources of the two institutions involved, there is developed jointly an improved educational program of collegiate quality which produces a better nurse than would usually result from a program conducted by either institution independently.

#### GENERAL

1. These relationships are entered into and maintained in a spirit of mutual respect and confidence.
2. In establishing them, both institutions have a clear understanding of the primary objective of the educational program in which they are



participating, namely the preparation of a nurse with registered nurse functions, and of any secondary objectives, such as the building of a foundation for further study in a formal educational program.

3. Each institution has a thorough knowledge of the ways in which the other functions in order to achieve these objectives.

#### ORGANIZATION, CONTROL, AND ADMINISTRATION

1. The structure and organization of the cooperating institutions are such as to make possible the effective performance of their total function.

2. There is an established formal relationship between the two institutions whenever a junior college provides instruction which contributes to the total program offered by a hospital school of nursing or whenever the resources of a hospital are used by a junior college for its nursing program.

- a. This relationship is entered into only after thorough joint study of the problems involved and adequate planning.

- b. The two institutions, through a responsible joint committee, maintain a continuing exchange of knowledge regarding the aims and objectives, content, quality of instruction, standards, policies, and evaluation of the educational program in order to assure its continuity and unity.

- c. There is a written agreement approved by the boards of control of both institutions outlining in general the nature of the relationship. This is reviewed periodically.

- d. It is the obligation of the boards of control to see that the spirit of the agreement is met.

- e. It is the responsibility of the administrative authorities in both institutions to see that the policies established by the joint committee and those spelled out in the formal agreement are implemented.

3. The institution which grants the diploma or the degree assumes responsibility for the quality of the total program.

4. Each institution provides separately for competent leadership, appropriate resources, and sound financial support.

5. The administrative leadership in each institution fosters a democratic environment throughout the entire institution with special opportunities for participation in curriculum planning and implementation.

6. Administrative leadership in each institution provides a program for the in-service development of its personnel and encourages their participation in activities which contribute to personal growth.

7. It is the responsibility of the administration in each institution, with the cooperation and assistance of the staff, to provide and maintain facilities that are requisite for a quality educational program.

8. The administration organizes and provides leadership for lay advisory committees.

9. Both institutions understand the financial obligations involved in providing quality educational programs in nursing and having the financial resources to meet these commitments.

- a. The institution which grants the diploma or the degree assumes full financial responsibility for the total instructional program.
  - b. The student is not expected to bear an undue portion of the direct and indirect cost of the program.
  - c. Both institutions follow sound budgetary procedures in their fiscal policies.
  - d. In each institution there is opportunity for faculty and administrative staff to participate in preparation of the budget and in other financial matters.
5. An adequate program of student personnel services, including concern for the student's weekly load and social life, is available in either or both institutions and the subject of frequent joint faculty and administrative conferences.
  6. Adequate opportunities are provided for students to participate in the development of school policies and in student government.
  7. Provision is made for the sharing of information resulting from statistical and follow-up studies which are concerned with the success of the students educated under the cooperative program.

## PERSONNEL

*Students*

1. When the cooperating institutions are both schools, the standards of recruitment and selection of students in each should be comparable. The cooperative agreement may well result in an improvement of standards in one or both institutions.
2. When the program is offered by a hospital school, the nursing student is received in the cooperating junior college with status equal to that of any other student, is scheduled in classes with other students, and is encouraged to participate in extra-class activities.
3. Provision is made for early orientation of students regarding the purposes, opportunities, and facilities of each institution.
4. Although the initiative for guiding and planning for the total health and welfare of the student is taken by the institution chiefly responsible, these faculty activities are cooperative, comprehensive, and integrated.

*Faculty*

1. The selection of faculty members is such as to secure a maximum of competence and those personal qualities which are most conducive to good human relations. A cooperative arrangement between educational institutions may well result in an improvement of selection standards in one or both institutions.
  - a. It is desirable that the administrative heads of cooperating educational institutions be persons who are college graduates with broad cultural backgrounds and, in addition, training in administrative procedures and principles of education which will enable them to proceed in administrative cooperation according to advanced practices.
2. Personnel policies which are concerned with such areas as teaching load, salary schedule, retirement plans, educational qualifications of

instructional personnel, and vacations are such as to attract and hold well trained, competent, faculty members.

3. When the program is controlled by the junior college, the same personnel policies apply to the nurse faculty members as to other faculty members within the institution.
4. When the arrangement is between a hospital school of nursing and a junior college, mutual respect, in-service growth, understanding of each other's problems, methods, and viewpoints, and a continual improvement of the program are promoted through regularly scheduled joint faculty meetings.
5. Coordinated and functional teaching in the cooperating institution is promoted by a program of inter-visitation.

#### CURRICULUM AND INSTRUCTION

1. The curriculum and instruction are of collegiate quality.
2. The curriculum is so composed that:
  - a. The philosophy of the program in nursing is reflected in curricular planning, implementation, and evaluation.
  - b. The content provides for the acquisition of knowledge, skills, and attitudes which assure competency in nursing and provide the basis for living a meaningful life.
  - c. There is a reasonable balance between general education and nursing instruction.
3. There is a joint curriculum committee with the responsibility of studying, evaluating, and making recommendations continuously for curriculum development.
4. Instruction is carried on through the utilization of a variety of methods and materials and is of such a nature as to challenge constructive thinking and participation by the student.
5. The total load carried by the nursing student, including instruction, preparation for classes, and clinical assignments, is comparable to that carried by other students in the college.

#### FACILITIES

1. The space, facilities, equipment, and instructional materials provided in each institution are of sufficient quantity and quality to assure work of collegiate quality.
  - a. When the program is offered by the junior college, the facilities are comparable to those of other specialized curriculums offered by the college. (If the college has previously provided the general education course for an educational program in nursing, the only additional facility which may need to be added is the nursing arts laboratory.) There are, in the cooperating hospital, adequate and appropriately located seminar rooms which will assist in providing clinical instruction of collegiate quality.
2. The library collection and services of the junior college provide adequately for the needs of nursing students. The hospital school of nursing library collection and services are of sufficient quantity and

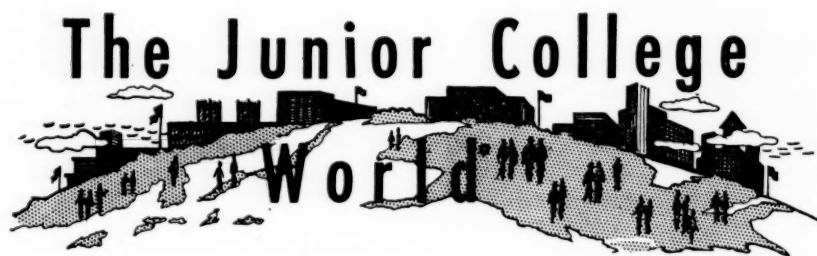
quality to assure optimum assistance to students in the entire program.

3. Adequate clinical facilities are available, and the institutions and agencies concerned are willing and able to have these facilities used.
4. The college, the hospital, and such additional agencies as may be necessary for providing the facilities

are in sufficient proximity to permit frequent meetings and conferences for interchange between administration and faculty and for joint planning and evaluation.

5. When housing facilities are provided for students, they should create an environment in keeping with the total development of the students.

# The Junior College World



JESSE P. BOGUE

*Washington's Community - Junior Colleges.* A report of the services to the State of Washington provided by its community-junior colleges has been given by the Washington Association of Junior Colleges in a recently released fact sheet.

The report indicates that a total of 13,249 persons are being reached by the instructional program in the State's community-junior colleges in Everett, Mount Vernon, Bremerton, Wenatchee, Yakima, Centralia, Vancouver, Longview, and Aberdeen. Of this number, 7,575 students are enrolled this year in accredited academic and vocational courses.

Twenty per cent of the State's community-junior college budget of approximately \$1,860,000 annually comes from non-tax sources such as student fees. Computing enrollments on the same basis as the University and other state four-year colleges, the cost to the taxpayer for each regularly en-

rolled community college student is \$190 annually.

The report contains some facts for parents and taxpayers to bear in mind:

1. Post-high school training is becoming increasingly necessary.
2. College costs to parents and taxpayers have been steadily rising.
3. Close-to-home college opportunities cut all costs 50 per cent to 75 per cent.
4. Two years of post-high school training are sufficient for 80 per cent of the nation's technical and semi-professional jobs.
5. Approximately 55 per cent of all college enrollees drop out before the junior year.
6. The State's community-junior colleges reach a large proportion of the State's population with low-cost college opportunities.
7. Development and support of the State's community-junior colleges as regional service institutions should distribute the burden and responsibility more equitably.

8. The oncoming flood of college-age youth (estimated at doubling by 1960) points to the State's community-junior colleges as a wise and economical investment in college opportunities for the families of the State.

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*Purposes of New England Junior Colleges.* A doctoral dissertation has been completed by Hugh W. McLaughlin, chairman of the English Department at Vermont Junior College, Montpelier, on the trends in purposes, enrollments, and course offerings and other data pertaining to New England Junior Colleges for the past 25 years. Twenty-seven junior colleges participated in the project. Of these, 15 were in Massachusetts, 5 in Connecticut, 3 in Maine, 1 in New Hampshire, 1 in Rhode Island, and 2 in Vermont.

"The six major purposes of each of the New England junior colleges are the following:

1. It is preparing students for further formal education.
2. It is promoting social development in the direction of good citizenship, leadership, and morality.
3. It is providing vocational education for direct entrance into business, industry, or semi-professional fields.
4. It is promoting the development of aesthetic skills and appreciations.
5. It is preparing young people for homemaking and family life.
6. It is providing a program of education beyond the high school for adults.

These six purposes have all been identified as both original and present

purposes of junior colleges in New England, although some institutions have emphasized some more than others. Only two identified adults' education as a major original purpose, whereas four consider it a major purpose at present. Two indicated it was a minor original purpose, and six call it a minor purpose at present."

\* \* \*

*The Nation's Top 4-H Girl.* Miss Anne Wade of Ochlocknee, Georgia, the Nation's top 4-H girl of 1953, has completed her first year of study at Georgia Southwestern College at Americus.

In March, 1953, she stopped by the White House for a visit with President Eisenhower. Three months before that, Thomasville, Ga., had an "Anne Wade Day," complete with a parade, a \$775 scholarship gift, and speeches by the mayor and a congressman.

All this happened because Anne, a pretty 19-year-old farm girl, was named the nation's No. 1 girl member of the 4-H Club. She was selected for the National Project Achievement Award in Chicago from among 12 youngsters who received Henry Ford II college scholarships for outstanding 4-H accomplishments.

Thomasville, which is near her home town of Ochlocknee, celebrated "Anne Wade Day" when she returned from Chicago. And one of the reasons for her White House visit was to pick up an additional award—the Presidential Trophy.

During Anne's eight years of 4-H work, she participated in at least 10 separate projects each season. The projects included everything from canning to child care.

Since becoming a 4-H'er she has completed 91 activities in 13 different fields, prepared 2,818 meals, cooked 8,079 dishes, made 73 garments, canned 6,194 quarts of food, remodeled seven rooms, and written 42 articles.

In addition, she has given 154 demonstration lectures to a total of 7,200 persons; held 14 offices; been elected president of the Thomas County 4-H Council, captain of the girls' basketball team and class valedictorian, and been voted the "best actress" and the best "all-around senior."

As a sideline, she was runner-up in the 1953 and 1954 Thomasville preliminaries to the Miss Georgia competition.

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*Alabama Textbook Act Outlawed.* Act No. 888 now declared unconstitutional reads as follows: "Neither the state textbook committee nor the state board of education or any other public body or official shall consider for adoption or approval, or adopt or approve for use in the public schools or trade schools or institutions of higher learning of this state any textbook or other written instructional material (not including periodical newspapers and magazines nor legal opinions by courts of record) which does not contain a

statement by the publisher or author thereof indicating clearly and with particularity that the author of the book or other writing and the author of any book or writing cited therein as parallel or additional reading is or is not a known advocate of communism or Marxist socialism, is or is not a member or ex-member of a communist-front organization (as designated by the United States Congress, or any Committee thereof, or the Attorney General of the United States)."

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*San Bernardino's Oological Collection.* The Wilson Creal Hanna oological collection—one of the world's finest private assortments of birds and bird eggs—was presented to San Bernardino Valley College, California, early in May.

Containing over 200,000 specimens, it will be housed in the basement of the new Student Union Building upon its completion, and will be known as the Wilson Creal Hanna Oological Collection of Birds of the World, Dr. John L. Lounsbury, president, has announced.

The collection was started in 1888 by Hanna, who is vice-president in charge of technical development for the California Portland Cement Co. He will serve as curator for the new campus addition when it is moved into the Student Union Building.

In accepting the fabulous gift, Dr. Lounsbury said it gave him the deepest satisfaction to know Valley College will house this tremendous scientific



and cultural exhibit, and that it will remain in the Valley.

The collection has "some of the most coveted of all collector's items," Hanna said. Included in this category are the kiwi bird, and its egg, the now extinct passenger pigeon and its egg, and eggs of the buff-breasted sandpiper, the kittlitz murrelet, and the Siberian peregrine falcon, all gathered in Alaska.

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*City College of Los Angeles Book Drive.* Books instead of bombs will "bombard" 15 foreign countries soon through a project sponsored by the Student-Faculty Committee on Cultural Relations.

Tau Alpha Epsilon, administering the project, has collected, in one semester, some 500 books for shipment. Mrs. Orda Lewis, president of the City College scholastic honor society, is chairman of the project.

Assisting in the collecting were the Psychology Club, Knights and Alpha Phi Omega.

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*Honorary Certificates and Diplomas.* At the 1954 commencement at York Junior College, York, Pennsylvania, honorary certificates and diplomas were awarded to 26 persons who had graduated from York Collegiate Institute or York County Academy more than 50 years ago. Dr. Robert Gates Dawes, president of York, states that he picked up the idea in Germany where the practice has been in effect by German Universities for many

years. York Junior College was formerly York Collegiate Institute and previously York County Academy.

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*Nevada Southern.* Announcements have been made that Nevada Southern, a regional division of the University of Nevada, will begin freshman year studies this September. By constitutional enactment the state of Nevada is limited to one public institution of higher education. The regional division, therefore, must be organized within the framework of the State University. Courses will be offered in Agriculture, Arts and Sciences, Education, Engineering, and Mining Engineering. General fees are indicated as \$33 only with a few small course fees in such courses as Art, Chemistry and Typing. In-service courses will be offered for elementary teachers and an extensive program of continuing education for adults. Dr. William Wood, formerly Junior College Specialist in the U. S. Office of Education, and now with the University of Nevada, has had a great deal to do with the development at Las Vegas. He is Dean, Statewide Development of Higher Education, University of Nevada, Reno.

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*Briarcliff Junior College.* The building of a new dormitory to house 72 girls on the campus of Briarcliff Junior College, Briarcliff Manor, New York, has now been assured by the granting of a loan to the College of \$340,000

by the Housing and Home Finance Agency of the Federal government.

Designed to eliminate crowding in the present dormitories and to bring into residence the students now living off-campus in the Village, the new dormitory will represent the first housing unit added at the College since Shelton House on Elm Road was purchased in 1944.

Preliminary plans for the new dormitory have already been drawn by the college architect, Mr. John M. Liptak of New York and Port Chester. The two-story modern structure, as planned, will be fire-proof and will meet all local zoning and building regulations.

Mrs. Ordway Tead, president of the College since 1942, said in making the announcement, "This new dormitory will help in a very practical way to guarantee the future growth and the financial stability of the College. It will mean that we can continue to draw both a nation-wide and international student body, and that we can with confidence accept a larger proportion of the many candidates who apply for admission each year.

"We on the college staff feel that the granting of this loan by the Federal government may be considered 'a vote of confidence' in the educational and financial integrity of our institution."

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*Personals.* Mrs. Charlotte Meinecke, Dean, Colby Junior College, New

London, New Hampshire, and a member of the Board of Directors of the American Association of Junior Colleges, is in Korea on a special educational mission.

Dr. F. Grant Marsh, Coordinator of Student Welfare, City College of San Francisco, retired at the end of the spring semester and has accepted a position as testing consultant at San Francisco State College. Marsh was chairman of the Student Personnel Committee of AAJC last year.

Dr. Blake Tewksbury, President, Keystone College, La Plume, Pennsylvania, and a member of the Board of Directors of the American Association of Junior Colleges, was awarded the honorary degree of Doctor of Laws by Bucknell University on June 14.

Dr. E. M. Potter, Dean, Tyler Junior College, Tyler, Texas, was awarded the honorary degree of Doctor of Laws at East Texas Baptist College, June 1.

Dr. Basil Peterson of Orange Coast Junior College, California, and Past-President of the American Association of Junior Colleges, has been appointed a member of the Commission on Accreditation of Service Experiences of the American Council on Education.

*Communism in Asia, Africa and the Far East* by Dr. Walter Crosby Eells was published by the American Council on Education in July. Dr. Eells was a former Executive Secretary of the American Association of Junior Colleges.



## Recent Writings... **JUDGING THE NEW BOOKS**

ROBERT M. HUTCHINS. *The Conflict in Education in a Democratic Society*. New York: Harper & Brothers, 1953. Pp. 112.

In the first line of *The Conflict in Education in a Democratic Society* Dr. Hutchins states: "This book deals with the philosophy of education." He suggests that philosophy of education is a secondary subject, dependent upon our philosophy in general; that, therefore, the present chaos in the philosophy of education results from the chaos in philosophy in general. With this viewpoint in mind, he analyzes vigorously and forthrightly the shortcomings of today's higher education in America.

The author questions whether universal compulsory free education has served the purpose for which it was instituted. It was expected that universal education would bring about political equality and justice; but Huxley (quoted by the author) states that "the spread of free compulsory education, and, along with it, the cheapen-

ing and acceleration of the older methods of printing, have almost everywhere been followed by an increase in the power of ruling oligarchies at the expense of the masses." Toynbee (also quoted) adds that "in countries where the system of universal education has been introduced, the people are in danger of falling under an intellectual tyranny of one kind or another, whether it be exercised by private capitalists or public authorities." In the fight against intellectual tyranny, Mr. Toynbee proposes that the only course open to us is "to raise the level of mass cultivation to a degree at which the minds of our children who are put through the educational mill are rendered immune against at least the grosser forms of either private or public propaganda."

Dr. Hutchins adds that the proposal is to fend off the influences of the media of mass communication by raising the level of mass cultivation through the system of universal compulsory education. But the education

system is a reflection of what the country wants. "What is honored in a country will be cultivated there." The American people now honor power and success. How can the education system, which is busy cultivating power and success, teach the people to honor wisdom and goodness?

A country can be made to want to raise the level of mass cultivation only by criticism—criticism by minorities, by individuals, by centers of independent thought. This is the reason for academic freedom and freedom of speech. An uncriticized culture cannot long endure.

The author emphasizes that the primary duty of the educational system is to teach children to reason. There is no place in education for propaganda and indoctrination. "Any opinion that a man holds simply because it has been pumped or pounded into him is no good, because it cannot last. Children should be brought up in good habits; but those habits cannot endure the stress and strain of circumstances unless they have some foundation in the conviction of the person who has them. Durable conviction about the affairs of this world is a matter of reason. . . . Since we cannot hope to insulate our young people from access to the false doctrines in the world, the thing to do is to train them so that they can see the falsity in them. This means helping them learn to think for themselves."

Dr. Hutchins deplores the fact that the leading doctrines of education say

nothing on the subject of raising the level of mass cultivation through the schools. He then discusses these doctrines, or theories, indicating the consequences that each has had, or is likely to have, on the progress of mankind.

The first of these doctrines is the theory of adjustment. Here the object is to fit the student into his physical, social, political, economic, and intellectual environment with a minimum of discomfort to the society. Yet it is certain that the environment in which the adult must live will be changed from the environment to which the educational system has tried to adjust the child.

In an effort to help the student to adjust to the society in which he lives, our schools have established courses in vocational training, such as senography, cosmetology, and mechanics, along with all other types of training. Vocational training, which could be done more effectively by industry than by the schools, has the tendency to force out of the curriculum any other kind of instruction. The result of this emphasis on vocational training is poor mechanics without education.

America is the easiest place in the world today to earn a living; it is also the place with the most leisure. Yet our educational system aims principally to educate the citizen to work for a living, Dr. Hutchins says. It does not educate him in the right use of his leisure time. The new-found leisure is therefore spent in relaxation, and that provided

by the tavern and the television set is almost equally demoralizing. "The twin aims that have animated mankind since the dawn of history, the conquest of nature and relief from drudgery, now almost accomplished in America, have ended in the trivialization of our lives."

The author considers the whole doctrine of adjustment to environment radically erroneous. Our mission here on earth is to change our environment, not to adjust to it. In adjusting to environment, students are expected also to conform to established ideas: everybody is supposed to be like everybody else. The doctrine of adaptation has won the day. "The only serious doubt that one may have about democracy is whether it is possible to combine the rule of the majority with the independence of character, thought, and conduct which the progress of any society requires."

The second doctrine which Dr. Hutchins analyzes is the doctrine of immediate needs, or the doctrine of the "ad hoc." In terms of its practical results, this doctrine looks very much like the doctrine of adjustment. It rests on the proposition that individuals need to be able to do things in order to succeed, and that the schools should be ready to teach all of these things. Even though such skills as driving a car, applying first aid, writing business letters, and budgeting one's income may help a student to become a good citizen, earn an adequate living, or

make a good home, they are not the responsibility of the school. "Whatever can be learned outside the educational system should be learned outside it, because the educational system has enough to do teaching what can be learned only in the system." Dr. Hutchins takes the position that since the educational system cannot teach everybody all about everything, it should give them a good basic education.

... The doctrine of immediate needs provides us with no standards. It gives us no values. It leads us to determine the content of education in terms of the pressures operative in the society. Any connection between these pressures and what is good for the society can at least be coincidental. In the effort to discover how education can help to produce a better society we must turn next to the doctrine of social reform.

Since the doctrine of social reform has the same results as the doctrine of adaptation and the doctrine of immediate needs, the same objections apply to it as apply to the other two.

The author believes that it is dangerous as well as futile to regard the educational system as a means of getting a program of social reform adopted. If one admits the possibility of obtaining through the schools social reforms that one likes, one must also admit the possibility of obtaining reforms that one dislikes. The object of education is the improvement of society. But to make this view effective one has to know what improvement is, and one has to recognize the limitations, as well as the possibilities, of education.

Dr. Hutchins adds that the obvious failure of the doctrines discussed suggests to us that we require a better definition of education. Every society must have some system that attempts to adapt the young to their social and political environment. If the society is bad, the system will be bad. But it seems clear to say that it will not be a system of education. The purpose of education is to improve men. Any system that tries to make them bad is not education.

The author believes that men are rational, moral, and spiritual beings and that the improvement of men means the development of their rational, moral, and spiritual powers. All men have these powers, and all men should develop them to the fullest extent.

A liberal education is the education appropriate for free men. "They can learn to make a living, they can develop special interests and aptitudes, after they have laid the foundation of free and responsible manhood through liberal education."

Liberal education aims to help a human being to think for himself. It consists of training in the liberal arts and of understanding the leading ideas that have animated mankind.

Dr. Hutchins believes that the educational system has erred in stressing individual differences. Men are different; they are also alike.

In the final chapter of the book, Dr. Hutchins discusses his idea of the university as "a corporate body of thinkers, that can exert intellectual leadership and hope to make some modest efforts to fashion the mind of its time." He realizes, though, that his dream of the ideal university in our time is a myth, and will almost surely remain so.

Dr. Hutchins' book is extremely readable. Those who agree with his interpretation of college aims will find this book a complete statement of their position. Furthermore, those who disagree will be confronted here with a thoughtful stand which will challenge their powers to refute.

MARVIN L. BAKER  
The University of Texas

# REAL ESTATE

## A New Textbook—By Maurice A. Unger

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